

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.2. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.3. Enrollment Update
Speaker(s): Sara Zabrowski-Gates
 - 6.4. Limited English Proficiency (LEP) Program Review
Speaker(s): Jen Pollock
 - 6.5. High Ability Learner (HAL) Program Review
Speaker(s): Brittanie Ablner, Christine Redemske, Kali Allen
 - 6.6. Superintendent Evaluation policy, timeline, goal setting and process.
Speaker(s): Jason Buckingham
 - 6.7. Rule 10 Compliance Review
Speaker(s): Sara Zabrowski-Gates/Jason Buckingham/Ryan Pivonka
7. Board Action Items
 - 7.1. Tax Request Authority (Action)
Speaker(s): Aaron Bredenkamp
 - 7.2. 2025/2026 District Budget Adoption (Action)
Speaker(s): Aaron Bredenkamp
 - 7.3. 2025/2026 District Tax Request Resolution (Action)
Speaker(s): Aaron Bredenkamp
 - 7.4. Motion to amend policy 5056, Student Free Expression(Action)
Speaker(s): Jason Buckingham
 - 7.5. Motion to amend policy 6014, School Day Attendance Days of Scheduled Events (Action)

- Speaker(s):** Jason Buckingham
- 7.6. Motion to amend policy 6016, Homebound Instruction (Action)
- Speaker(s):** Jason Buckingham
- 7.7. School Safety Presentation (Action)
- Speaker(s):** Jason Buckingham
- 7.8. Option Enrollment Resolution (Action)
- Speaker(s):** Sara Zabrowski-Gates
8. Policy Review
9. Executive Session Disclosure
- 9.1. Executive Session (Action)
10. Pre-Adjournment Information and Activities
- 10.1. Announcements
- 10.2. Board of Education Supplemental Meeting Information
- 10.3. Future Board Calendar
11. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

**Ralston Public Schools
Board of Education Regular Meeting**

Monday, September 8, 2025

The Ralston Public Schools Board of Education met in open, public session on Monday, September 8, 2025.

The Board of Education held a District Budget Hearing at 5:30 pm and a District Tax Request Hearing at 5:45 pm. The regular Board of Education meeting started at 6:00 pm.

All three meetings took place in the Board Room at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in The Omaha Daily Record and on the District's website, www.ralstonschools.org.

Call to Order – Board of Education Meeting

Board President, Mrs. Robin Richards, called the meeting to order at 6:00 pm.

Roll Call

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Sara Zabrowski-Gates, Dr. Ryan Pivonka, Mr. Jim Frederick, and Mrs. Angie Murphy.

Consent Agenda

Consent agenda items include minutes from the August 25th meeting; August 2025 Financial Report, August 2025 bills in the amount of \$633,888.48 for the General Fund, and \$1,069,379.12 for the Special Building Fund.

Prior to the meeting, Mrs. Katie Krause and Mrs. Samantha Willey reviewed the bills.

Motion to approve the consent agenda was made by Mrs. Elizabeth Kumru and seconded by Mrs. Katie Krause.

Mrs. Richards:	Yes
Mrs. Hough:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes
Mrs. Krause:	Yes
Mrs. Willey:	Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Hough: Will soon be attending the following -

- A call with Senator Juarez
- NASB Awards Dinner

Mrs. Willey: Commented on how at each of our schools, it is very visible that attendance is important. She thanked everyone for their hard work in getting that message communicated to our families.

She also stated how all the new branding decorations on each of our buildings look beautiful. Mrs. Willey thinks they are a nice touch to each of the buildings.

Mrs. Krause: attended the following -

- Mockingbird Fairy Tales & Folklore activity. Helped serve pancakes to students.
- Visited several classes who are working with the Buffett Early Childhood Institute.
- Policy Leadership Academy
 - Mrs. Krause was accepted into a state-level program supporting early childhood policy advocacy. It is a yearlong engagement.

Ms. Roarty:

- Enjoyed BratFest but did not stay long due to the rain.

Mrs. Kumru:

- Enjoyed telling stories to the preschool students.
- Storyteller at the Mockingbird Fair Tales & Folklore
 - Mockingbird storyteller club started with 12 students
 - Meadows storyteller club starts next week with 10 students

Mrs. Richards:

- Visited the Steppe Center to help with planning the Distinguished Alumni dinner.
- Attended Ralston High School Undergrad Honors presentation.
- Invited to Holland Children's Movements Heroes Award Dinner.
- Met with Senator Juarez and discussed policy and all the happenings in Ralston Public Schools.

District Financial Report

Dr. Aaron Bredenkamp provided an overview of the District Financial Report, and he addressed questions from the Board.

Government Relations Update

Mr. Jason Buckingham provided the Board with an update regarding Legislative issues.

NASB Update

- Liz attended the Nebraska Information Technology Education Council Meeting

- Area Meeting in Omaha on 9/9/25
- State Conference in November

District Bond Project Update

Mr. Buckingham provided an update to the Board of Education on the progress of various projects with the 2021 Future Ready Ralston Bond Initiative.

- RHS
 - Painting in the pool to be finished this weekend, filling and heating of the pool to begin Monday.
 - New chillers set for delivery 9/8.
 - Intruder alarms and card readers installations are nearly complete.
 - New intercom system is functioning.
 - Punch list is beginning to be assembled.
- RMS
 - Replacing 3 non-functional light fixtures
 - Very few, minor punch list items remain.
- BL
 - Small drywall repair is scheduled for September.
 - Punch list is complete.
 - Monitoring current HVAC performance

School Safety Presentation

Mr. Jason Buckingham gave the yearly presentation on our safety program at RPS.

Communication Department Update

Mr. Jim Frederick updated the BOE on recent developments in the communications department.

Board Action Item

Motion to Amend Policy 6012, Flag Display and Patriotic Observation

Ms. Mary Roarty motioned to approve the student fees as listed. The motion was seconded by Mrs. Samantha Willey.

Mrs. Hough:	Yes
Mrs. Richards:	Yes
Mrs. Krause:	Yes
Mrs. Willey:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

Motion to Approve Attendance Proclamation for September

Mrs. Katie Krause motioned to approve the proclamation as presented. The motion was seconded by Mrs. Elizabeth Kumru.

Ms. Roarty: Yes
Mrs. Krause: Yes
Mrs. Richards: Yes
Mrs. Kumru: Yes
Mrs. Willey: Yes
Mrs. Hough: Yes

Motion to Approve Avenue Scholars Memorandum of Understanding (MOU).

Mrs. Elizabeth Kumru motioned to approve the MOU with Avenue Scholars as written. The motion was seconded by Mrs. Katie Krause.

Mrs. Kumru: Yes
Ms. Roarty: Yes
Mrs. Hough: Yes
Mrs. Willey: Yes
Mrs. Richards: Yes
Mrs. Krause: Yes

Policy Review

The Board and Administration reviewed proposed policies:

- 6013 Teaching Controversial Issues
- 6014 School Day and Attendance on Days of Scheduled Activities
- 6016 Homebound Instruction
- 6017 Homework
- 5056 Free Expression by Students

Executive Session

Mrs. Elizabeth Kumru motioned to enter Executive Session at 7:37 pm. The motion was seconded by Mrs. Carrie Hough

Mrs. Kumru: Yes
Mrs. Hough: Yes
Mrs. Willey: Yes
Mrs. Richards: Yes
Mrs. Krause: Yes
Ms. Roarty: Yes

Leave Executive Session

Mrs. Elizabeht Kumru motioned to come out of Executive Session at 8:07 pm. The motion was seconded by Mrs. Samantha Willey.

Mrs. Hough: Yes
Mrs. Willey: Yes

Mrs. Richards: Yes
Mrs. Krause: Yes
Ms. Roarty: Yes
Mrs. Kumru: Yes

Adjournment

The Board voted to adjourn the meeting at 8:08pm with a motion made by Mrs. Elizabeth Kumru and a second by Mrs. Katie Krause.

Ms. Roarty: Yes
Mrs. Hough: Yes
Mrs. Kumru: Yes
Mrs. Richards: Yes
Mrs. Willey: Yes
Mrs. Krause: Yes

The next regular meeting is scheduled for September 22, 2025, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

To: Mr. Jason Buckingham
Ms. Jody Blessen
Ralston Public Schools Board of Education

From: Catherine Darby
Date: September 3, 2025
Re: Contract resignation/Voluntary Separation and Retirement

Please accept this letter as my formal resignation from Ralston Public Schools at the end of the 2025-2026 school year. I am choosing to retire from Ralston at this time and explore new opportunities and challenges. I have had the pleasure of working with amazing educators over the last 26 years and am truly grateful for the opportunities and experiences Ralston has given me. I thank you for this opportunity and will leave with good memories and life-long friendships. I wish all of Ralston schools the very best.

Sincerely,

Catherine Darby

September 19, 2025

Dear Mr. Buckingham and the RPS Board of Education,

Please accept this letter as formal notification that I am resigning from my position as an Instructional Technology Coach for Ralston Public Schools. My last day of employment will be Thursday, October 9, 2025.

I have truly valued my 16 years with the district, serving as a teacher for 14 years and as an Instructional Technology Coach for the last two. I am incredibly grateful for the opportunities I have been given to grow both personally and professionally during my time here.

As you are aware, my current position will be eliminated at the end of this school year. I have recently accepted a new opportunity outside of public education that aligns with my long-term career goals.

I am committed to ensuring a smooth transition during my final weeks. Please let me know how I can be of assistance in wrapping up current projects and preparing for the future.

Thank you again for your leadership and support. I wish you and the district all the best.

Sincerely,

Timothy Kraye


RPS Instructional Technology Coach

2025 Legislative Session*

January

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8 DAY 1	9 DAY 2	10 DAY 3	11
12	13 DAY 4	14 DAY 5	15 DAY 6	16 DAY 7	17 DAY 8	18
19	20 HOLIDAY	21 DAY 9	22 DAY 10	23 DAY 11	24 DAY 12	25
26	27 DAY 13	28 DAY 14	29 DAY 15	30 DAY 16	31 DAY 17	

February

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3 DAY 18	4 DAY 19	5 DAY 20	6 DAY 21	7 DAY 22	8
9	10 DAY 23	11 DAY 24	12 DAY 25	13 DAY 26	14 RECESS	15
16	17 HOLIDAY	18 DAY 27	19 DAY 28	20 DAY 29	21 DAY 30	22
23	24 DAY 31	25 DAY 32	26 DAY 33	27 DAY 34	28 DAY 35	

March

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3 DAY 36	4 DAY 37	5 DAY 38	6 DAY 39	7 RECESS	8
9	10 DAY 40	11 DAY 41	12 DAY 42	13 DAY 43	14 DAY 44	15
16	17 DAY 45	18 DAY 46	19 DAY 47	20 DAY 48	21 RECESS	22
23	24 RECESS	25 DAY 49	26 DAY 50	27 DAY 51	28 DAY 52	29
30	31 DAY 53					

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1 DAY 54	2 DAY 55	3 DAY 56	4 RECESS	5
6	7 RECESS	8 DAY 57	9 DAY 58	10 DAY 59	11 DAY 60	12
13	14 DAY 61	15 DAY 62	16 DAY 63	17 DAY 64	18 RECESS	19
20	21 RECESS	22 DAY 65	23 DAY 66	24 DAY 67	25 DAY 68**	26
27	28 DAY 69	29 DAY 70	30 DAY 71			

May

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1 DAY 72	2 RECESS	3
4	5 RECESS	6 DAY 73	7 DAY 74	8 DAY 75	9 DAY 76	10
11	12 DAY 77	13 DAY 78	14 DAY 79	15 DAY 80	16 RECESS	17
18	19 DAY 81	20 DAY 82	21 DAY 83	22 DAY 84	23 RECESS	24
25	26 HOLIDAY	27 DAY 85	28 DAY 86	29 DAY 87	30 DAY 88	31

June

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2 DAY 89	3 RECESS	4 RECESS	5 RECESS	6 RECESS	7
8	9 DAY 90	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legislative Recess Days

February 14
 March 7, 21, 24
 April 4, 7, 18, 21
 May 2, 5, 16, 23
 June 3, 4, 5, 6

Federal & State Holidays

January 20 – Martin Luther King Jr. Day
 February 17 – Presidents' Day
 April 25 – Arbor Day**
 May 26 – Memorial Day

* The Speaker reserves the right to revise the session calendar.

** The Legislature will be in session on Friday, April 25, the Arbor Day Holiday. Any legislative employees who work that day will receive compensatory time for hours worked on the holiday.



Board of Education Legislative Goals 2024/2025

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, **Equity** and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- **Support legislation that fairly and equitably funds each public school district based on need.**
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, **including but not limited to the repeal of sales tax exemptions.**
- **Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.**
- **Oppose tax cuts that endanger any part of the State's revenue stream.**
- **Monitor any legislation that adjusts property valuation.**
- **Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.**
- **Support legislation to increase funding for early childhood programs.**
- **Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.**
- **Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.**
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- **Oppose any legislation that advances charter schools, reduces the tax base for the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.**
- **Support school choice through the protection of net option funding.**



- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**

2025

Advocacy Handbook

For the 2025 Legislative Session

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2025 AND A GUIDE FOR EFFECTIVE ADVOCACY
AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 22, 2024



The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.

Leadership

Innovation

Vision

Engagement

#liveNASB



2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 1ST SESSION

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Your NASB Standing Positions	Pages 8-14

WHAT CAN NASB DO FOR YOU?

We can assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

Interested in becoming more engaged in the legislative process? Whether it is from home, or in Lincoln, scan here to let us help you share your story, and advocate for public education in Nebraska as bills, topics, and issues arise.



YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org

John Spatz - Executive Director - jspatz@NASBonline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBonline.org

Bookmark the NASB Government Relations and Bills pages

<https://members.nasbonline.org/government-relations>

<https://nasb.envisiams.com/legislative-bills>

NASB X/Twitter: www.x.com/NASBonline

NASB Facebook: www.facebook.com/NASBonline

NASB Videos: "NASB Home - News & Resources - Videos"

Hashtag: [#liveNASB](https://twitter.com/hashtag/liveNASB)

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators





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109TH LEGISLATURE, 1ST SESSION

WHAT IS YOUR ROLE?

Over the past few years, the Legislature has increasingly inserted itself into both the boardroom and the classroom. Decisions that have traditionally been left to local boards or the State Board of Education have been centralized at the State Capitol. In addition, the past years have seen an increase in efforts to divide public K-12 education and foster distrust between local boards and their constituents. There are things you can do:

- **Advocate for Local Control:** Talk to lawmakers about impactful decisions and how important it is that decisions remain local. Continue advocating for local control over local decisions. Let us help you!
- **Build Trust:** Share your decisions with your constituents. Celebrate your successes! Show lawmakers and constituents your commitment to transparency. Use your meetings to educate your public on the decisions you are making.
- **Share Your Story:** No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you!

DID YOU KNOW: 79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, you are in an excellent position to educate and influence the legislative process and are seen as a key resource on education policy for your district.



We encourage all boards to include a legislative update as part of each meeting and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session. Bookmark and frequent NASB's Government Relations page for updates, information and Calls To Action, as well as social media, videos, our bills page, and more which summarizes all pertinent items related to public education in Nebraska.

Bookmark and frequent NASB's Government Relations page for updates and information. Be sure to utilize NASB's Legislative Notes, videos, bills page, and more which summarizes all pertinent items related to public education in Nebraska.

2025 LEGISLATIVE CALENDAR

109th Legislature,
1st Session

1st Day of the 2025 Session
Wednesday, January 8, 2025

Day 10 ... Final day to introduce
bills - January 23

NASB Legislation Committee
Meeting - January 26

Legislative Issues Conference
January 26-27 - Lincoln

Federal Advocacy Fly-In
March 16-19 - Washington, DC

90th & Final Day of the
Legislative Session - June 18

Legislative Proposals for 2026
are due by July 1
<https://members.nasbonline.org/government-relations/legislative-proposals>

NASB Legislation Committee
Meeting - Summer 2025

NASB Legislation Committee
Meeting - November 19

NASB Delegate Assembly
November 21 - Omaha

All Dates Subject to Change

SHARE YOUR STORY

Be a Community Leader ... Be the expert on education in YOUR community!

As an elected official, trust was put in you to make decisions based on the needs of your students, community and the taxpayer. NASB can provide you with data that can help you tell your story, by providing you with data on your students, achievement, your budget, even your facilities. Let us assist you in telling your story!

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109TH LEGISLATURE, 1ST SESSION



Sen. Bob Hallstrom
District 1 - Syracuse



Sen. Robert Clements
District 2 - Elmwood



Sen. Victor Rountree
District 3 - Bellevue



Sen. Brad von Gillern
District 4 - Elkhorn



Sen. Margo Juarez
District 5 - Omaha



Sen. Machaela Cavanaugh
District 6 - Omaha



Sen. Dunixi Guereca
District 7 - Omaha



Sen. Megan Hunt
District 8 - Omaha



Sen. John Cavanaugh
District 9 - Omaha



Sen. Wendy DeBoer
District 10 - Omaha



Sen. Terrell McKinney
District 11 - Omaha



Sen. Merv Riepe
District 12 - Ralston



Sen. Ashlei Spivey
District 13 - Omaha



Sen. John Arch
District 14 - Papillion



Sen. Dave Wordekemper
District 15 - Fremont



Sen. Ben Hansen
District 16 - Blair



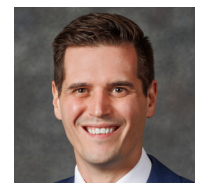
Sen. Glen Meyer
District 17 - Pender



Sen. Christy Armendariz
District 18 - Omaha



Sen. Robert Dover
District 19 - Norfolk



Sen. John Fredrickson
District 20 - Omaha



Beau Ballard
District 21 - Lincoln



Sen. Mike Moser
District 22 - Columbus



Sen. Jared Storm
District 23 - David City



Sen. Jana Hughes
District 24 - Seward



Sen. Carolyn Bohn
District 25 - Lincoln

YOUR 2025-26 STATE SENATORS

2025

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109TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26 - Lincoln



Sen. Jason Prokop
District 27 - Lincoln



Sen. Jane Raybould
District 28 - Lincoln



Sen. Eliot Bostar
District 29 - Lincoln



Sen. Myron Dorn
District 30 - Adams



Sen. Kathleen Kauth
District 31 - Omaha



Sen. Tom Brandt
District 32 - Plymouth



Sen. Dan Lonowski
District 33 - Hastings



Sen. Loren Lippincott
District 34 - Central City



Sen. Dan Quick
District 35 - Grand Island



Sen. Rick Holdcroft
District 36 - Bellevue



Sen. Stan Clouse
District 37 - Kearney



Sen. Dave Murman
District 38 - Glenvil



Sen. Tony Sorrentino
District 39 - Elkhorn



Sen. Barry DeKay
District 40 - Niobrara



Sen. Dan McKeon
District 41 - Amherst



Sen. Mike Jacobson
District 42 - North Platte



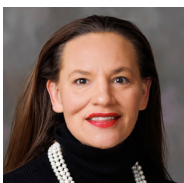
Sen. Tanya Storer
District 43 - Whitman



Sen. Teresa Ibach
District 44 - Sumner



Sen. Rita Sanders
District 45 - Bellevue



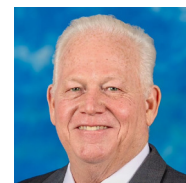
Sen. Danielle Conrad
District 46 - Lincoln



Sen. Paul Strommen
District 47 - Sidney



Sen. Brian Hardin
District 48 - Gering



Sen. Bob Andersen
District 49 - Omaha



Gov. Jim Pillen

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109TH LEGISLATURE, 1ST SESSION

 Committee Chair Ed Swotek Malcolm	 NASB President Stacy Jolley Millard	 NASB Secretary / Member 7 Suzanne Sapp Ashland-Greenwood	 Member 1 Shavonna Holman Omaha	 Member 2 Jane Erdenberger Omaha
 Member 3 Lanny Boswell Lincoln	 Member 4 Kathy Danek Lincoln	 Member 5 TBD	 Member 6 Beth Morrisette Westside	 Member 8 Amanda McGill Johnson Millard
 Member 9 Drew Blessing Kearney	 Member 10 Marla Grier South Sioux City	 Member 11 Doug Keener Mitchell	 Member 12 Gary Kubicek Norris	 Member 13 Steve Blocher West Point
 Member 14 Erick Lee Arapahoe-Holbrook	 Member 15 Brian Quackenbush Tri County	 Member 16 Mary Yilk ESU 9	 Appointed Member Lisa Albers Grand Island	 Appointed Member Patti Gubbels Norfolk
 Appointed Member Mike Palmer Sidney	 Appointed Member Jason Richters Centennial	 Appointed Member Dan Scheer St. Paul	 Appointed Member Jeremy Shuey Plattsmouth	

Term Ends 2025 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members





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109TH LEGISLATURE, 1ST SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

WHAT DOES THIS REPRESENT?

The narrative you read inside the pages of this book represents a set of belief statements which direct NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol and the State Board of Education, as well as with our representatives in Washington, D.C.

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas (or perhaps a promising idea and a substantial price tag). NASB determines its stance on a bill with the Legislation Committee who offers guidance taking into consideration the technical and political aspects of a bill needed to navigate the turbulent amendment process.



109TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 16, 2024
 ... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 17, 2024
 ... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 22, 2024

Standing positions are statements of purpose and direction which are developed and maintained over time. They are considered annually by the Delegate Assembly and remain in effect until they are actively removed.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — Policy - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — Use of Accountability Data for School Improvement - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of “drug free zones” near schools is also urged. (prior to 1995, amended 2015)

S-10 — At-Risk Students and the Achievement Gap - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)



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S-11 — Cooperation with HHS - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — Early Childhood Education - NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — Enrollment Option; Homebound Students - NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-14 — Enrollment Option Limitation - NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-15 — Liability for Medication Administration - NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — Nutrition Education/Student Wellness - NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-18 — Safe School Environment - NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-19 — Statewide Poverty/Trauma Funding - NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-20 — Student Discipline - NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-21 — Access to Equal Education Opportunities - NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — Assessment of Student Learning - NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-24 — Cultural Diversity - NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-25 — Curriculum Adoption - NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — Responding to Special Education Costs - NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-28 — Student Expression - NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-29 — Support of Early Childhood Programs in the Community - NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans. (2018)

S-30 — Technology - NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)



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FUNDING & FINANCE

S-31 — Accounting of Funds - NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-32 — Budget Lid: Growth Factor - NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-33 — Compensation for Statewide Standards & Assessments - NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-34 — Elimination of Budget Reserve Limits - NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — ESU Core Services Funding - NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-37 — Expand use of Qualified Capital Purpose Undertaking Fund - NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security. (2015)

S-38 — Financing Capital Improvements - NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-39 — Fiscal Policy - NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support

among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-40 — For-Profit Entities Operating in Tax-Exempt Zones - NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-41 — Funding of Mandated Programs - NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-42 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses - NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-43 — General Fund Reserve Limit Exception - NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-44 — Including Gifts, Donations, or Foundation Funds as Receivables - NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — Legislation Implementation - NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)



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S-49 — Property Tax Reform/Relief - Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-50 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-51 — Revenue Reductions for School Districts Affected by Property Valuation Losses - NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-52 — School District Options in Dealing with Large, Unanticipated Revenues - NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-53 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-54 — Special Building Fund Tax Levy Exclusion - NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-55 — State Funding System - NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature’s commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;

- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

S-56 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid - NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-57 — Vouchers and Tax Credits - NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-58 — Accountability - NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-59 — Allied Schools - NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-60 — Amend Open Meetings Act for Evaluations - NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)



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S-62 — Charter Schools - NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-63 — Duties of Schools - NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-64 — E-meetings - Fully-Implemented or Partial Allowable Attendance - NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — Educational Service Unit Reorganization - NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-67 — Interactive Remote Communication Technology (Televideo) - NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-68 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-69 — Organization - NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-70 — Personal Liability - NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-71 — Publication of Minutes, Receipts, & Expenditures - NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-72 — Restriction of Resources and Board Responsibilities - NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-73 — School Activities - NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-74 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-75 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-76 — Activity Assignments - NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-77 — Compensation - NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-78 — Criminal Background Checks - NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-79 — Employee Bonuses and Incentives - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)



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S-80 — Employee Support - NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-81 — Medical Insurance - NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-82 — Recognition - NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-83 — Retirement - NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-84 — Scope of Bargaining - NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-85 — Staff Development and Evaluation - NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-86 — Advisory Groups - NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-87 — Choice and Affiliation - NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-88 — Constitutional Rights & Responsibilities - NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-89 — Corporate Sponsorships in Schools - NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-90 — Educational Service Units - NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-91 — Guiding the P-16 Effort: 21st Century Skills - NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

S-92 — Independent School Districts - NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)



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S-93 — Local Control for Public PK-12 Schools - NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state’s varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-94 — Local District Advocacy - NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-95 — NDE Authority - NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-96 — Nonpublic Schools Standards - NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-97 — Policy Leadership & Vision on the Future of Nebraska’s PK-12 Schools - NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

S-98 — Voting Higher Than a Simple Majority - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement
- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
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- S-20 Student Discipline
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- S-22 Achievement Test Score Use
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- S-24 Cultural Diversity
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- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology
- S-31 Accounting of Funds
- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
- S-39 Fiscal Policy
- S-40 For-Profit Entities Operating in Tax-Exempt Zones
- S-41 Funding of Mandated Programs
- S-42 Funding: Infrastructure, Site Purchases & Operating
- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Property Tax Reform/Relief
- S-50 Reset the Revenue Lid
- S-51 Revenue Reductions from Valuation Losses
- S-52 Districts Dealing with Unanticipated Revenues
- S-53 Funding Must Be Predictable and Sustainable
- S-54 Special Building Fund Tax Levy Exclusion
- S-55 State Funding System
- S-56 Uniform Valuation Calculation for State Aid
- S-57 Vouchers and Tax Credits
- S-58 Accountability
- S-59 Allied Schools
- S-60 Amend Open Meetings Act for Evaluations
- S-61 Authority of School Boards
- S-62 Charter Schools
- S-63 Duties of Schools
- S-64 E-meetings
- S-65 Educational Service Unit Governance
- S-66 Educational Service Unit Reorganization
- S-67 Interactive Remote Communication Technology
- S-68 Possession of Firearms on School Grounds
- S-69 Organization
- S-70 Personal Liability
- S-71 Publication of Minutes, Receipts, & Expenditures
- S-72 Restriction of Resources & Board Responsibilities
- S-73 School Activities
- S-74 School Calendars
- S-75 Updating notice requirements
- S-76 Activity Assignments
- S-77 Compensation
- S-78 Criminal Background Checks
- S-79 Employee Bonuses and Incentives
- S-80 Employee Support
- S-81 Medical Insurance
- S-82 Recognition
- S-83 Retirement
- S-84 Scope of Bargaining
- S-85 Staff Development and Evaluation
- S-86 Advisory Groups
- S-87 Choice and Affiliation
- S-88 Constitutional Rights & Responsibilities
- S-89 Corporate Sponsorships in Schools
- S-90 Educational Service Units
- S-91 Guiding the P-16 Effort: 21st Century Skills
- S-92 Independent School Districts
- S-93 Local Control for Public PK-12 Schools
- S-94 Local District Advocacy
- S-95 NDE Authority
- S-96 Nonpublic Schools Standards
- S-97 Policy Leadership & Vision on the Future of PK-12
- S-98 Voting Higher Than a Simple Majority

2025 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 1/10/2025

Agriculture (8)

Rm. 2102 – Tuesday

DeKay (C), (VC), Hansen, Holdcroft, Ibach, Kauth, McKeon, Raybould, Storm

Appropriations (9)

Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday

Clements (C), (VC), Armendariz, Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Jacobson (C), (VC), Bostar, Dungan, Hallstrom, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)

Rm. 2102 – Monday

Kauth (C), (VC), Hansen, Ibach, McKeon, McKinney, Raybould, Sorrentino

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), (VC), Conrad, Hughes, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)

Rm. 1023 – Monday

Holdcroft (C), (VC), Andersen, Cavanaugh, J., Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Sanders (C), (VC), Andersen, Cavanaugh, J., Guereca, Hunt, Lonowski, McKeon, Wordekemper

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hardin (C), (VC), Ballard, Fredrickson, Hansen, Meyer, Quick, Riepe

Judiciary (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bosn (C), (VC), DeBoer, Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)

Rm. 1023 – Wednesday, Thursday, & Friday

Brandt (C), (VC), Clouse, Conrad, DeKay, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Ballard (C), (VC), Clements, Conrad, Hardin, Jaurez, Sorrentino

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

von Gillern (C), (VC), Bostar, Dungan, Ibach, Jacobson, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)

Rm. 1510 – Monday & Tuesday

Moser (C), (VC), Ballard, Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)

Rm. 1023 – Tuesday

McKinney (C), (VC), Andersen, Cavanaugh, J., Clouse, Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)

Armendariz (C)

District 1:

Bosn

Bostar

Moser

Sanders

District 2:

Cavanaugh, J.

Fredrickson

Hunt

Spivey

District 3:

Brandt

Ibach

Jacobson

Murman

Enrollment and Review (1)

Guereca (C)

Reference (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Rules (6)

Lippincott (C), (VC), Bostar, DeBoer, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)

(C), (VC), Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

(C),

Legislative Performance Audit (7)

(C), (VC), Arch, Clements, Hansen

Midwestern Higher Education Compact (2)

Planning Committee (9)

(C), (VC), Arch, Clements, Hansen

State-Tribal Relations Committee (7)

(C), (VC),

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)

Arch (C),

Ralston Enrollment Report as of 09/15/2025

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	1	0	37	2
KG	2.00	38	2	1	41	1
01	2.00	38	4	0	42	0
02	2.00	42	5	0	47	0
03	2.00	39	7	0	46	0
04	2.00	29	11	0	40	0
05	2.00	41	10	0	51	0
06	2.00	33	10	1	44	0
Building Total:		296	50	2	348	3

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	16	0	1	17	0
KG	2.00	23	6	2	31	1
01	2.00	24	2	0	26	1
02	2.00	21	7	0	28	2
03	2.00	27	10	0	37	0
04	1.00	17	9	0	26	0
05	2.00	26	9	0	35	0
06	1.00	16	6	0	22	0
Building Total:		170	49	3	222	4

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	0	34	1
KG	2.00	45	3	3	51	1
01	2.00	31	10	0	41	0
02	2.00	36	9	0	45	0
03	2.00	31	16	1	48	0
04	2.00	29	14	0	43	0
05	2.00	27	10	0	37	0
06	2.00	26	13	1	40	0
Building Total:		259	75	5	339	2

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	1	1	21	0
KG	3.00	58	2	9	69	0
01	3.00	38	9	0	47	0
02	3.00	61	8	0	69	0
03	3.00	53	9	1	63	0
04	3.00	62	14	0	76	0
05	3.00	51	10	0	61	0
06	2.00	31	9	0	40	0
Building Total:		373	62	11	446	0

Ralston Enrollment Report as of 09/15/2025

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	0	0	0	0	0	1
	KG	2.00	23	8	4	35	0
	01	2.00	29	8	1	38	0
	02	2.00	32	3	1	36	0
	03	2.00	32	10	1	43	0
	04	2.00	29	13	1	43	0
	05	2.00	35	7	2	44	0
	06	2.00	29	12	2	43	0
	Building Total:		209	61	12	282	1

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	39	0	0	39	2
	KG	2.00	29	8	0	37	1
	01	2.00	31	9	0	40	0
	02	2.00	27	14	0	41	0
	03	2.00	32	15	0	47	0
	04	2.00	29	13	0	42	0
	05	2.00	26	11	0	37	0
	06	2.00	27	14	1	42	0
	Building Total:		240	84	1	325	3

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		187	82	0	269	0
	08		172	69	2	243	0
	Building Total:		359	151	2	512	0

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		197	78	0	275	2
	10		176	90	0	266	2
	11		173	84	0	257	4

Ralston Enrollment Report as of 09/15/2025

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		169	91	0	260	2
Building Total:		715	343	0	1058	10
<hr/>						
District Total:		2621	875	36	3532	23
KG:		216	29	19	264	4
01:		191	42	1	234	1
02:		219	46	1	266	2
03:		214	67	3	284	0
04:		195	74	1	270	0
05:		206	57	2	265	0
06:		162	64	5	231	0
07:		187	82	0	269	0
08:		172	69	2	243	0
09:		197	78	0	275	2
10:		176	90	0	266	2
11:		173	84	0	257	4
12:		169	91	0	260	2
Total PS:		144	2	2	148	6

Ralston Enrollment Report as of 09/22/2025

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	1	0	37	2
KG	2.00	38	2	1	41	1
01	2.00	37	4	0	41	0
02	2.00	42	5	0	47	0
03	2.00	39	7	0	46	0
04	2.00	29	11	0	40	0
05	2.00	41	10	0	51	0
06	2.00	32	10	1	43	0
Building Total:		294	50	2	346	3

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	16	0	1	17	0
KG	2.00	23	6	2	31	1
01	2.00	24	2	0	26	1
02	2.00	21	8	0	29	2
03	2.00	26	10	0	36	0
04	1.00	17	9	0	26	0
05	2.00	26	10	0	36	0
06	1.00	16	6	0	22	0
Building Total:		169	51	3	223	4

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	0	34	1
KG	2.00	45	3	3	51	1
01	2.00	31	9	0	40	1
02	2.00	36	9	0	45	0
03	2.00	31	16	1	48	1
04	2.00	29	14	0	43	0
05	2.00	27	10	0	37	0
06	2.00	26	13	1	40	0
Building Total:		259	74	5	338	4

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	1	1	21	0
KG	3.00	58	2	9	69	0
01	3.00	38	9	1	48	0
02	3.00	61	8	0	69	0
03	3.00	52	11	1	64	0
04	3.00	62	14	0	76	0
05	3.00	51	10	0	61	0
06	2.00	30	10	0	40	0
Building Total:		371	65	12	448	0

Ralston Enrollment Report as of 09/22/2025

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	0	0	0	0	0	1
	KG	2.00	23	8	3	34	0
	01	2.00	29	8	1	38	0
	02	2.00	32	3	1	36	0
	03	2.00	33	10	1	44	0
	04	2.00	29	13	1	43	0
	05	2.00	35	7	2	44	0
	06	2.00	29	12	2	43	0
	Building Total:		210	61	11	282	1

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	39	0	0	39	2
	KG	2.00	29	8	0	37	1
	01	2.00	31	9	0	40	0
	02	2.00	27	14	0	41	0
	03	2.00	32	15	0	47	0
	04	2.00	29	13	0	42	0
	05	2.00	26	11	0	37	0
	06	2.00	27	14	1	42	0
	Building Total:		240	84	1	325	3

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		187	80	0	267	0
	08		171	70	2	243	1
	Building Total:		358	150	2	510	1

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		193	77	0	270	2
	10		175	90	0	265	1
	11		174	84	0	258	2

Ralston Enrollment Report as of 09/22/2025

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		166	92	0	258	1
Building Total:		708	343	0	1051	6
<hr/>						
District Total:		2609	878	36	3523	22
KG:		216	29	18	263	4
01:		190	41	2	233	2
02:		219	47	1	267	2
03:		213	69	3	285	1
04:		195	74	1	270	0
05:		206	58	2	266	0
06:		160	65	5	230	0
07:		187	80	0	267	0
08:		171	70	2	243	1
09:		193	77	0	270	2
10:		175	90	0	265	1
11:		174	84	0	258	2
12:		166	92	0	258	1
Total PS:		144	2	2	148	6

ENGLISH LEARNER PROGRAM UPDATE

**SEPTEMBER 22,
2025**



**JEN POLLOCK, EdS
DIRECTOR OF
STUDENT SERVICES**

**Action
Steps
Completed
in
2024-
2025**



- **Curriculum Adoption?**
- **Summer work vocabulary, standards alignment, etc.**
- **Upper level Newcomer Program (4-6)**
 - **Mockingbird and Blumfield**
- **Inclusive Practices Academy**
- **District Continuous Improvement Process with focus/assurance that every**

Purpose & Direction

Purpose

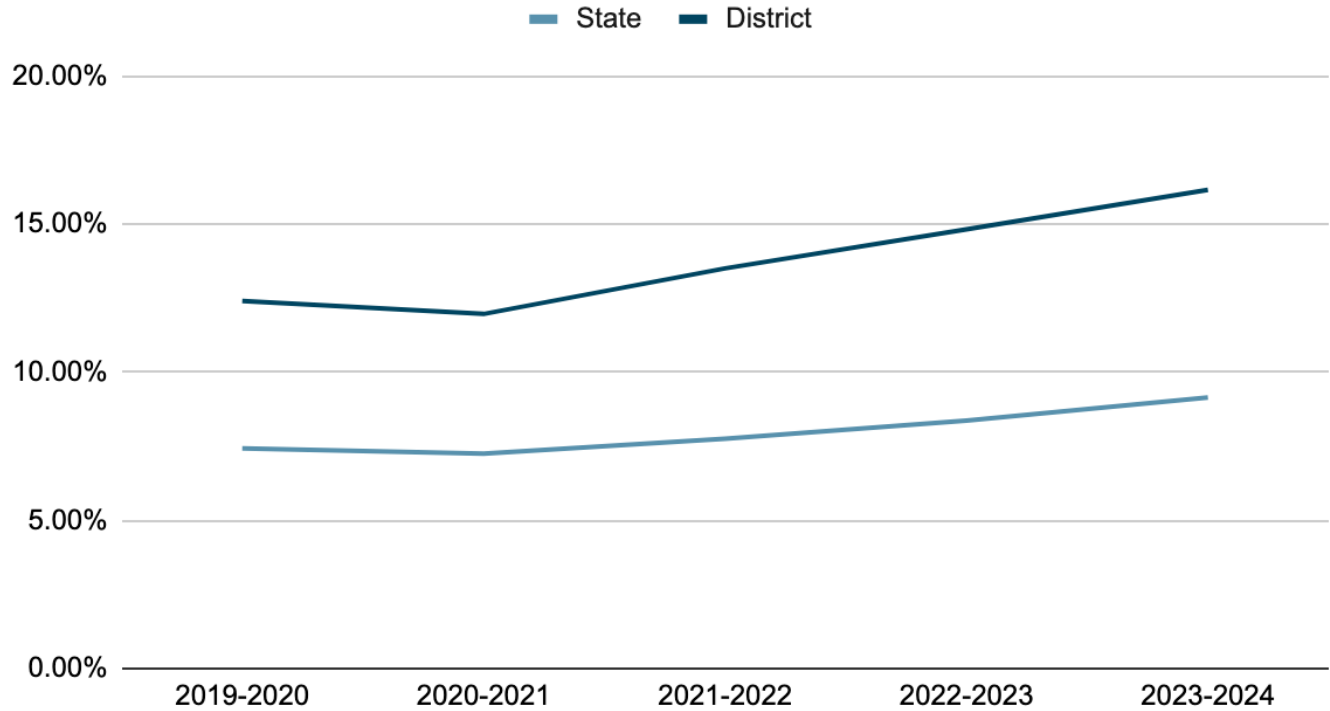
A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.



Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

State and District



2022-2023: 474 students
2023-2024: 540 students
2024-2025 681 students
Current enrollment: 684
students



ELPA21

English Language Proficiency Assessment for the 21st Century

- **The test is aligned to the Nebraska English Language Proficiency Standards and measures English learners' ability to meet the language expectations required by grade level classes.**
- **There are three levels of proficiency: Emerging, Progressing and Proficient.**
- **Levels of proficiency are determined based on listening, speaking, reading and writing.**
- **Students are given a score of 0-5 in all 4 domains and must receive a 4 or better in all domains to exit the program**
- **Students on "monitor status" for 4 years**



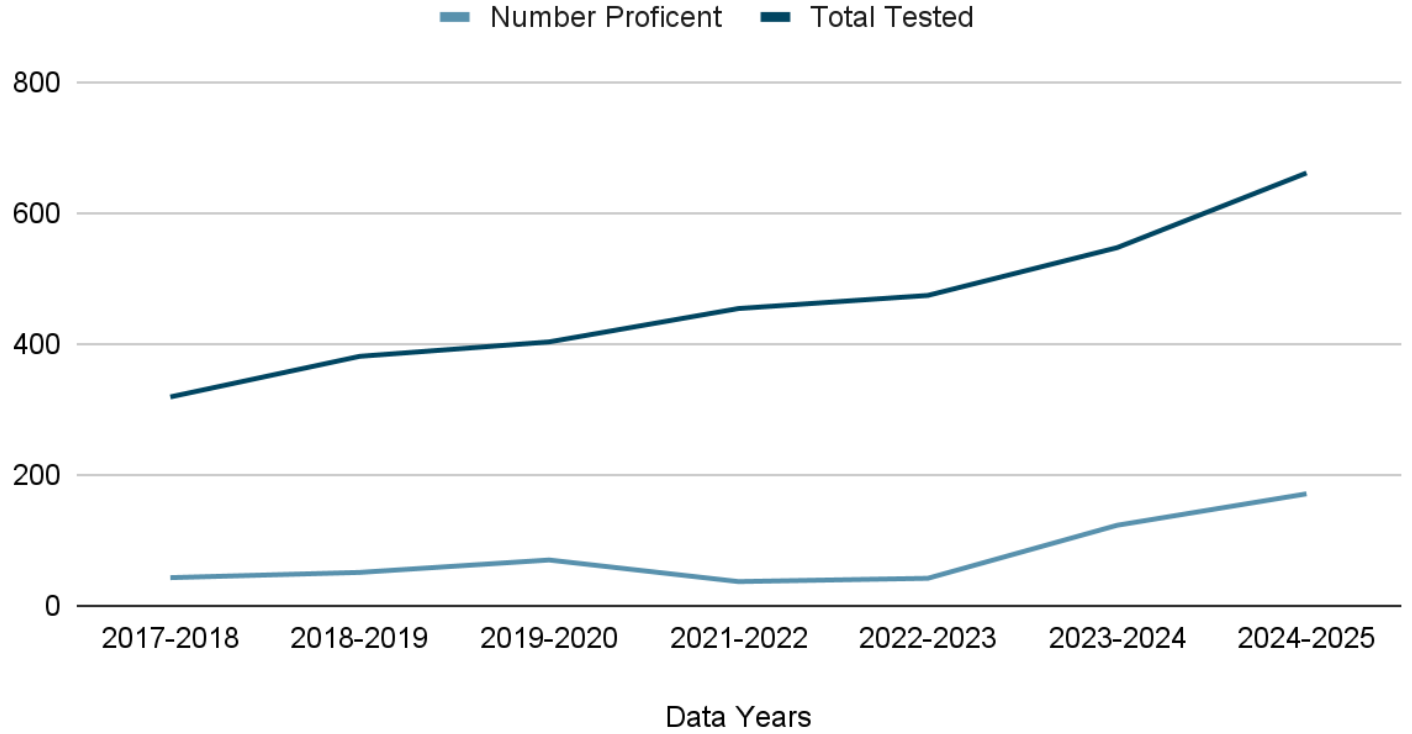
Nebraska Department of Education
AQuESTT English Learner Progress Count
 School Year: 2024-2025

DISTRICT: 28-0054-000

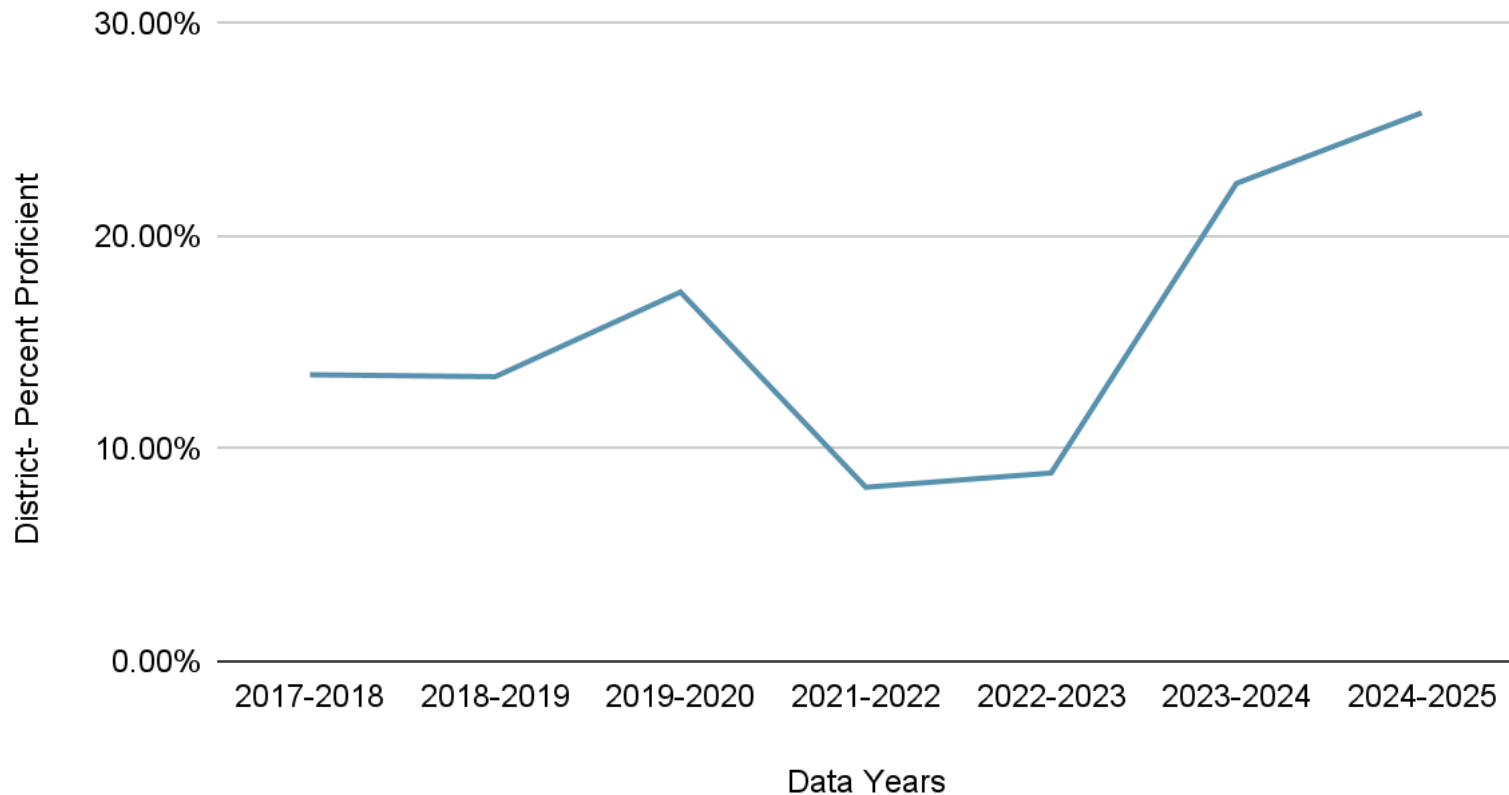
District Name	School Name	# ELs Tested	# On Track	# Not On Track	# Partial Progress	AQuESTT Eligible Count	% On Track	English Learner Progress Score
RALSTON PUBLIC SCHOOLS								
	District Total	661	171	221	59	451	38%	44%
	WILDEWOOD ELEMENTARY SCHOOL	36	15	12	2	29	52%	55%
	KAREN WESTERN ELEMENTARY SCH	47	18	10	4	32	56%	63%
	RALSTON MIDDLE SCHOOL	72	14	29	7	50	28%	35%
	BLUMFIELD ELEMENTARY SCHOOL	79	20	11	5	36	56%	63%
	RALSTON HIGH SCHOOL	147	32	56	21	109	29%	39%
	MOCKINGBIRD ELEMENTARY SCHOOL	190	47	73	13	133	35%	40%
	SEYMOUR ELEMENTARY SCHOOL	43	12	13	5	30	40%	48%
	MEADOWS ELEMENTARY SCHOOL	47	13	17	2	32	41%	44%



Number Proficient and Total Tested



District- Percent Proficient vs. Data Years



FUTURE ACTION STEPS FOR 2025- 2026



- **Collaboration with Teaching and Learning, Student Services, Administrator, General Education and other stakeholders to ensure all have an understanding of what they need to provide high quality instruction to all students, including our english learners**
 - **MTSS**
 - **SIOP**
 - **Inclusive Practices**
 - **Universal Design for Learning**
- **Bi-Lingual SMH Therapist from ESU3, Arbor Family**

VISION FOR THE FUTURE...



- **Relationships, Procedures/Processes and Shared Leadership?**
 - **we are all in this together?**
- **Systematic Alignment and increased efficiencies**
- **Program Evaluation using data from parents surveys, student surveys and teacher input on future programming**
- **Enhance the experience for our bilingual families**
 - **Expansion of Bilingual Liaisons**



Thank You!





RALSTON
HIGH-ABILITY
LEARNING



OUR TEAM

***BRITTNIE
ABLER***

→ ***BLUMFIELD***

→ ***KAREN WESTERN***

→ ***MEADOWS***

***KALI
ALLEN***

→ ***MOCKINGBIRD***

→ ***SEYMOUR***

***CHRISTINE
REDEMSKE***

→ ***WILDEWOOD***

→ ***RALSTON MIDDLE
SCHOOL***





ELEMENTARY HAL

IDENTIFICATION FOR HAL

→ MULTI-AVENUE SYSTEM

COGAT TESTING

- ALL THIRD GRADERS**
- ONLINE TEST**
- VERBAL, QUANTITATIVE, NON-VERBAL SECTIONS**

ACHIEVEMENT SCORES

- FASTBRIDGE OR MAP**
- NATIONAL PERCENTILES
(90TH AND ABOVE)**

PORTFOLIO REVIEW

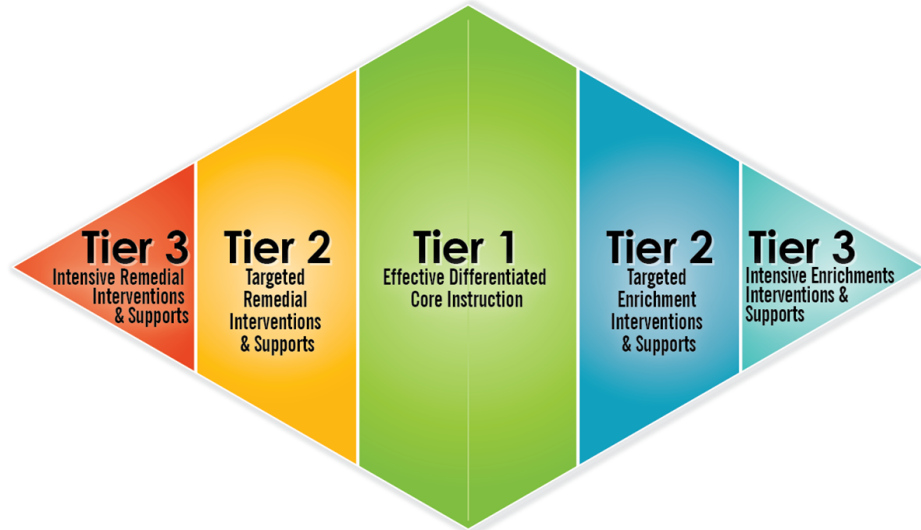
- TEACHER OR PARENT
RECOMMENDATION**
- SCORES, RATING SCALES,
CLASSROOM WORK**
- HAL TEAM DECISION**

→ MATH, LANGUAGE ARTS, &/OR VISUAL SPATIAL QUALIFICATIONS



OUR VISION

- **ENHANCE & ENRICH THE ACADEMIC NEEDS OF GIFTED STUDENTS.**
- **DEVELOP STUDENTS' CREATIVITY & HIGHER ORDER THINKING SKILLS.**
- **SUPPORT THE UNIQUE SOCIAL EMOTIONAL NEEDS OF GIFTED STUDENTS.**



TIERS OF SUPPORT

EXTENSION:
**STRETCHING THE
 LEARNING WITHIN
 THE CONTENT
 AREA**

Tier 1: Differentiated Core (in the general education classroom)		
Grouping	Instructional Strategies	Differentiation (Content, Process, Product)
<ul style="list-style-type: none"> Cluster grouping for classes (grades 3-6) Flexible skill grouping for extension through WIN time (includes students in HAL programming and non-identified) 	<ul style="list-style-type: none"> Problem Based Learning Questioning Techniques Increased/Enhancement of Engagement Strategy Use Adding depth and complexity to new learning 	<ul style="list-style-type: none"> Pre-Assessment Choice Menu Work Extensions: <i>Instead of</i>, not in addition to Most difficult first - showing mastery and then extending Mini-lessons Tiered Assignment Design Navigating increased pacing and accelerating learning

**RPS HAL
 PROGRAM
 OVERVIEW 2023**

ENRICHMENT:
**PRESENTING THE
 CONTENT WITH
 MORE DEPTH,
 BREADTH, &
 COMPLEXITY**

Tier 2 - Specialized Services (pull out services)		
Grouping	Instructional Strategies	Supplemental Enhancements
<ul style="list-style-type: none"> Short term enrichment groups when possible 	<ul style="list-style-type: none"> Acceleration: 1 subject, 1 year Compacting Real Audiences Mentorships Project-based learning (PBL) 	<ul style="list-style-type: none"> Competitions/Contests Clubs Summer Enrichment Classes

ACCELERATION:
**PRESENTING
 CURRICULUM
 EARLIER OR AT A
 FASTER PACE**

Tier 3 - Acceleration
<ul style="list-style-type: none"> Personalized Education Plan Whole Grade Acceleration Radical Acceleration: 1 subject, 2+ years



PRE-ALGEBRA AT RMS

TIER 3 - ACCELERATION

- **PERSONALIZED EDUCATION PLAN**
- **WHOLE GRADE ACCELERATION**
- **RADICAL ACCELERATION: 1 SUBJECT, 2+ YEARS**

QUALIFICATION

ACHIEVEMENT SCORES, ALGEBRA APTITUDE TEST, TEACHER RECOMMENDATION, FAMILY AGREEMENT

- ★ **SIXTH THROUGH EIGHTH GRADE MATH CURRICULUM**
- ★ **RADICAL ACCELERATION - NOT FOR ALL HAL STUDENTS**



ACCELERATED GRADE 7 CURRICULUM



HAL CLASSES

TIER 2 - SPECIALIZED SERVICES (PULL OUT SERVICES)

GROUPING	INSTRUCTIONAL STRATEGIES	SUPPLEMENTAL ENHANCEMENTS
<ul style="list-style-type: none">● <u>SHORT TERM ENRICHMENT GROUPS</u>	<ul style="list-style-type: none">● ACCELERATION: 1 SUBJECT, 1 YEAR● COMPACTING● REAL AUDIENCES● MENTORSHIPS● <u>PROJECT-BASED LEARNING (PBL)</u>	<ul style="list-style-type: none">● <u>COMPETITIONS & CONTESTS</u>● <u>CLUBS</u>● SUMMER ENRICHMENT CLASSES



5TH AND 6TH GRADE

PROJECT-BASED LEARNING

- ★ ***ALL IDENTIFIED HAL STUDENTS***
- ★ ***QUARTER 1: GIFTEDNESS UNIT***
- ★ ***QUARTERS 2-4: PBL UNIT(S)***
 - ***STUDENT DRIVEN***
 - ***CROSS-CURRICULAR WITH A FOCUS ON CREATIVITY & CRITICAL THINKING***

MATH OLYMPIADS (MATH/QUANTITATIVE IDENTIFIED STUDENTS)

- ★ ***INTERNATIONAL CONTEST***
- ★ ***PROBLEM-SOLVING SKILLS WITH UNIQUE PROBLEMS***
- ★ ***SIGNIFICANT CHALLENGE BEYOND THE CLASSROOM CURRICULUM***
- ★ ***INCREASE IN STUDENT ENGAGEMENT***



5TH AND 6TH GRADE

LANGUAGE ARTS *(READING/VERBAL IDENTIFIED STUDENTS)*

- ★ **NEW NOVELS EACH YEAR**
- ★ **DEPTH & COMPLEXITY IN LITERATURE - SEMESTER 1**
- ★ **WRITING & HAL BATTLE OF THE BOOKS CONTEST - SEMESTER 2**
- ★ **INDIVIDUALIZED READING PLANS & PROJECTS**

VISUAL SPATIAL *(NON-VERBAL IDENTIFIED STUDENTS)*

- ★ **VISUAL SPATIAL IDENTIFICATION (COGAT)**
- ★ **CAN BE COMBINED WITH MATH OR A STAND ALONE GROUP**
- ★ **ATTRIBUTE BLOCKS, BLOKUS, PENTOMINOES, CHESS, ETC.**
- ★ **VISUAL PROBLEM-SOLVING PROMOTES PERSEVERANCE**



4TH GRADE

MATH PROBLEM-SOLVING (*MATH/QUANTITATIVE IDENTIFIED STUDENTS*)

- ★ ZACCARO CHALLENGE MATH CURRICULUM
- ★ PROBLEM-SOLVING SKILLS WITH ADVANCED TOPICS
- ★ STUDENT WORK CONTINUES IN WIN TIME

LANGUAGE ARTS (*READING/VERBAL IDENTIFIED STUDENTS*)

- ★ STYX MALONE & HELLO UNIVERSE FROM CKLA (FOR GIFTED STUDENTS)
- ★ INTRODUCTION TO DEPTH & COMPLEXITY IN NOVEL READING

VISUAL SPATIAL (*NON-VERBAL IDENTIFIED STUDENTS*)

- ★ ATTRIBUTE BLOCKS, BLOKUS, PENTOMINOES, CHESS, ETC.
- ★ SOMETIMES COMBINED WITH 5TH AND 6TH GRADERS



3RD GRADE

PRIMARY EDUCATION THINKING SKILLS *(ALL IDENTIFIED STUDENTS)*

- ★ **PETS CURRICULUM LEVEL 3**
- ★ **DEVELOPS HIGHER-LEVEL THINKING SKILLS**
- ★ **TYPES OF THINKING:**
 - **CONVERGENT**
 - **DIVERGENT**
 - **VISUAL**
 - **EVALUATIVE**

- ★ **LEVELS K-2 CAN ALSO BE USED FOR PRIMARY ENRICHMENT**



CLASSROOM WORK

TIER 1: DIFFERENTIATED CORE (IN THE GENERAL EDUCATION CLASSROOM)

- **FREQUENT COMMUNICATION WITH CLASSROOM TEACHERS**
 - **PROFESSIONAL LEARNING TEAMS**
 - **MONTHLY NEWSLETTERS**
- **MEETINGS WITH GRADE LEVEL TEAMS**
- **PUSH-IN ACTIVITIES AS SCHEDULES ALLOW**

GROUPING

- **CLUSTER GROUPING FOR CLASSES (GRADES 3-6)**
- **FLEXIBLE SKILL GROUPING FOR ENRICHMENT STUDENTS**

INSTRUCTIONAL STRATEGIES

- **PROBLEM BASED LEARNING**
- **QUESTIONING TECHNIQUES**
- **INCREASED/ENHANCEMENT OF ENGAGEMENT STRATEGY USE**
- **ADDING DEPTH AND COMPLEXITY TO NEW LEARNING**

DIFFERENTIATION (CONTENT, PROCESS, PRODUCT)

- **PRE-ASSESSMENT**
- **CHOICE MENU WORK**
- **EXTENSIONS: *INSTEAD OF*, NOT IN ADDITION TO**
- **MOST DIFFICULT FIRST - SHOWING MASTERY AND THEN EXTENDING**
- **MINI-LESSONS**
- **TIERED ASSIGNMENT DESIGN**
- **NAVIGATING INCREASED PACING AND ACCELERATING LEARNING**





PROJECT BASED LEARNING

THEMES

2025-26: THE MYSTERY OF LEARNING

2024-25: EVERYDAY SUPERHEROES

2023-24: MAGIC OF LEARNING



Ralston
PUBLIC SCHOOLS

Mystery of Learning



MINI-UNITS:

CODING WITH FINCH ROBOTS (RSF GRANT)



FORENSIC SCIENCE (FINGERPRINTS, HANDWRITING ANALYSIS, INSECTS)

BREAKOUT BOXES (CODES & CIPHERS)

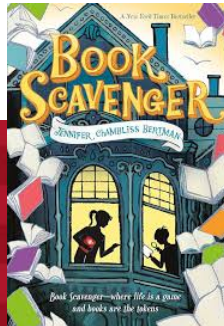
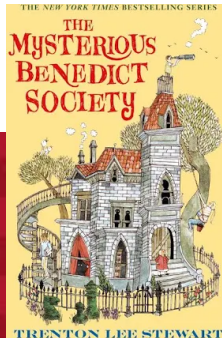
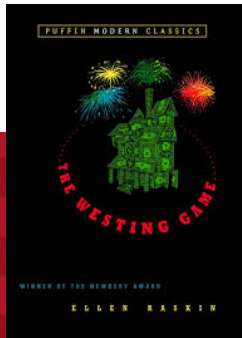


Mystery of Learning



DEDUCTIVE LEARNING:
ANALYZE INFORMATION
MAKE DECISIONS

→ **MATH, ELA, VISUAL SPATIAL**



EVERYDAY SUPERHEROES

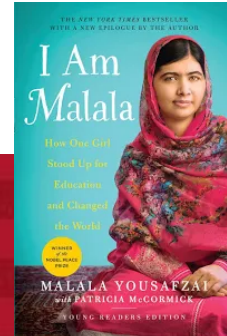
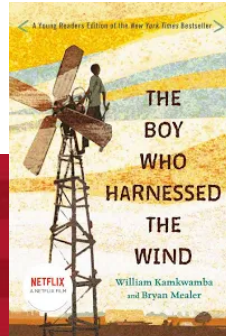
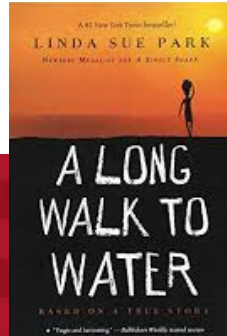
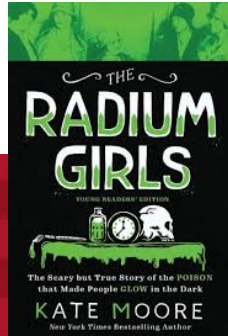
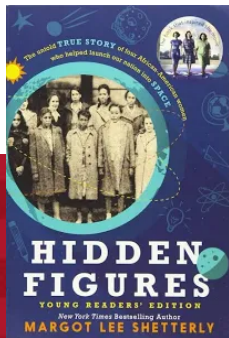
PBL UNIT: BE A CHANGEMAKER!

→ MAJOR STEPS OF THE PROJECT:

- IDENTIFY THE PROBLEM
- RESEARCH THE PROBLEM (INCLUDING AN EXPERT)
- DEVELOP AN ACTION PLAN FOR CHANGE
- PRESENTATION/IMPLEMENTATION OF ACTION PLAN
- SHARE YOUR RESULTS

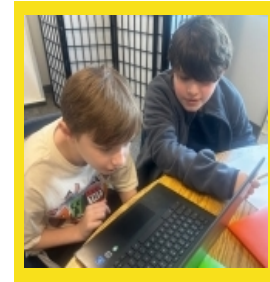
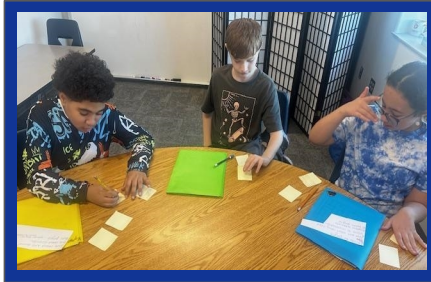
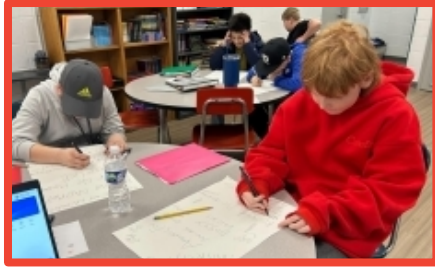


**BOOKS WE READ ABOUT EVERYDAY
SUPERHEROES.**



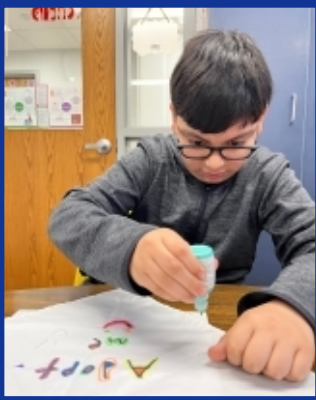
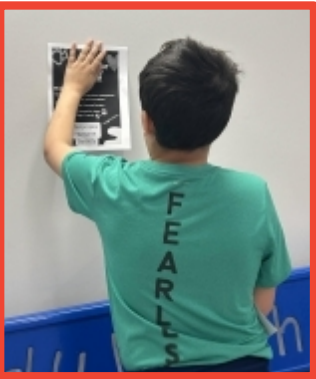
BE A CHANGEMAKER

- RESEARCHING
- PLANNING
- ORGANIZING
- REPORTING
- LEADING





NEBRASKA
HUMANE
SOCIETY



Ralston
PUBLIC SCHOOLS

**RALSTON PUBLIC SCHOOLS
HAL STUDENTS**

APRIL 28, 2025

Date

Pay to the
Order Of

NEBRASKA HUMANE SOCIETY

\$ **1,104.36**

ONE THOUSAND ONE HUNDRED AND FOUR & 36/100 -----

Dollars



Memo

For the Animals!

Amazing HAL Students

Signature

123456789

0987654321

1001



Ralston
PUBLIC SCHOOLS

**RALSTON PUBLIC SCHOOLS
HAL STUDENTS**

APRIL 28, 2025

Date

Pay to the
Order Of

NEBRASKA WILDLIFE REHAB

\$ **1,104.36**

ONE THOUSAND ONE HUNDRED AND FOUR & 36/100 -----

Dollars



Memo

For the Animals!

Amazing HAL Students

Signature

123456789

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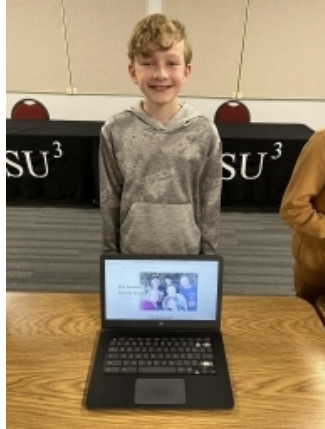
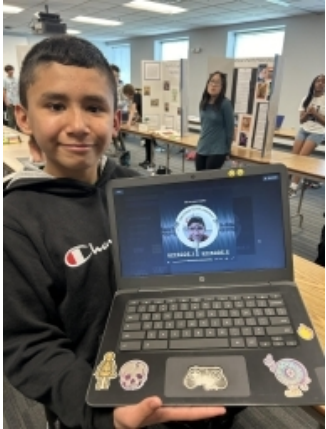
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Ralston
PUBLIC SCHOOLS

Magic of Learning

PBL UNIT: FAMILY HISTORY PROJECT



- RESEARCH FAMILY AND CULTURE
- DESIGN AND CREATE A PRODUCT TO SHARE YOUR FAMILY STORY



Ralston
PUBLIC SCHOOLS

SUMMER CAMP

- **INCOMING 6TH AND 7TH GRADERS**
- **FINCH ROBOTS WITH MICRO-BITS**
- **SPIKE PRIME LEGO ROBOTS**
- **UNPLUGGED ACTIVITIES**
- **WEEK LONG CAMP IN JUNE**





MIDDLE SCHOOL HAL

MIDDLE SCHOOL HAL

THE HIGH ABILITY LEARNERS PROGRAM AT RMS OFFERS A VARIETY OF EXPERIENCES TO MEET HAL STUDENTS' UNIQUE INTERESTS AND NEEDS.

★ **EXTRACURRICULAR ACTIVITIES**

★ **SEMINARS & WORKSHOPS**

★ **FIELD TRIPS**

★ **COURSE OFFERINGS**



WORKSHOPS & FIELD TRIPS

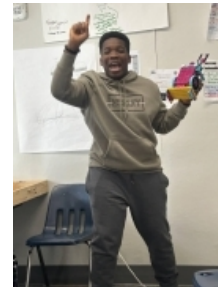
ACTIVITIES ARE NOT LIMITED JUST TO HAL STUDENTS!

- ★ ***BIOMEDICAL ENGINEERING***
- ★ ***NATIONAL GEOGRAPHIC SHOWS AT
THE HOLLAND***
- ★ ***SCIENCE OLYMPIAD***
- ★ ***CELEBRATE CREATIVITY***
- ★ ***BATTLE OF THE BOOKS***
- ★ ***POETRY WRITING***
- ★ ***VISUAL SPATIAL PUZZLES***
- ★ ***ENGINEERING DAY @ UNL***
- ★ ***CODECRUSH (8TH)***
- ★ ***FILM STREAMS MOVIE***
- ★ ***QUIZ BOWL CONTESTS***
- ★ ***MATH CONTESTS***
- ★ ***POP ART***
- ★ ***WARBIRDS ART***
- ★ ***DRONES***



EXTRACURRICULARS

- ★ **LEGO ROBOTICS**
- ★ **NATIONAL HISTORY DAY**
- ★ **MATH CLUB**
- ★ **YEARBOOK**
- ★ **QUIZ BOWL**
- ★ **STUDENT COUNCIL**





WHAT STUDENTS SAY...





WHAT STUDENTS SAY...





RALSTON
HIGH-ABILITY
LEARNING





Superintendent Evaluation

System

Board of Education Policy: 4057

Nebraska Frameworks Standard Vision and Purpose, Commitment to Continuous Improvement



4057 Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual employment observations, collaboration with the board and interactions for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, “actual classroom observation” shall mean observing the superintendent performing activities that are typical of his or her position. An “entire instructional period” for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent’s work during the semester for no less than 40 minutes.

Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding and reinforcing agreed-upon outcomes, as well as identifying areas where the superintendent has room to grow.
3. To clarify the superintendent’s role and inform the superintendent of the board’s expectations.

Dates. Unless otherwise provided for in the superintendent’s employment contract, the first-year evaluations should take place (1) at or prior to the October board meeting, and (2) at or prior to the January board meeting. Annual evaluations shall generally take place during the month before the date in the superintendent’s employment contract by which the board must notify the superintendent of its intention to consider the nonrenewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation should take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The superintendent shall submit the evaluation document to the Nebraska Department of Education.

Evaluation Procedures. Each board member shall have the opportunity to complete a draft evaluation document. The board president shall compile the individual draft evaluations into a single and final evaluation, provide a copy to the superintendent, and discuss it with

him or her. If the superintendent's evaluation is conducted at a board meeting, the superintendent's evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent's reputation and if he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent's work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, sufficient time to improve and the resources if needed. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the superintendent, then the board of education following the order of office (ex. president, vice president, etc...). The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the non-renewal or cancellation of the employment contract.

Adopted on: July 25, 2016

Revised on: June 23, 2025

Superintendent Evaluation Process

The evaluation process will be conducted twice annually in October and January during the Superintendent's first year of employment, and then will occur once a year prior to the second March BOE meeting unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

1. The Board President shall notify Board Members that the evaluation is scheduled and that they will receive a copy of the instrument. Each Board member will be asked to complete the instrument and submit it to the President or bring it to the meeting. Board Members who would like to submit an electronic copy may do so upon request.
2. The Superintendent will submit a self-evaluation to the Board.
3. An open or closed session will be scheduled at which time the Superintendent and the Board will be given time to generally discuss work progress and concerns.
4. The Board President will preside over discussions of the individual evaluations and work towards the development of a consensus of the Board.
5. An evaluation conversation will be scheduled with the Superintendent within two (2) weeks following the evaluation meeting. A written summary representing Board member consensus will be provided.
6. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.
7. The completed document will be signed by the Board President and the Superintendent and will be placed on file.
8. The Board and Superintendent will annually schedule a meeting to revise or create performance goals.

Superintendent Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the Superintendent Framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the superintendent and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the superintendent will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.

1. Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

2. Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

7. Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

9. Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*

5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.

○ *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*

6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.

○ *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents</i>

EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.

○ *Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.*

2. Proactively responds to district needs and policy priorities.

○ *Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.*

3. Provides leadership in the compliance, review, and development of local policy.

○ *Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*

4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.

○ *Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.*

5. Collaboratively works to influence local, district, state, and national decisions impacting

○ *Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Limited or inconsistent communication with board members</i> ● <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> ● <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> ● <i>Provides updates and communicates regularly with board members</i> ● <i>Policies are routinely updated</i> ● <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> ● <i>Engages board members in district needs and policy priorities</i> ● <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> ● <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> ● <i>Actively and consistently engages board members in district needs and policy priorities</i> ● <i>Evidence of leadership in compliance, review, and development of local policies</i> ● <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - *Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.

○ Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.

4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- ○ Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.
- ○ Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Little or no evidence of collaboration in the organization ● Little or no evidence of consistent communication with families and stakeholders ● Little or no evidence of engagement with community organizations, or community activities ● Little or no evidence of identification of 	<ul style="list-style-type: none"> ● Some evidence of collaboration in the organization ● Some communication of school activities with families through newsletters and/or district website ● Participates in some community organizations or activities such as the Chamber and service organizations 	<ul style="list-style-type: none"> ● Routinely collaborates with board members and staff ● Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement ● Actively involved in community organizations or activities, such as the Chamber, or service organizations 	<ul style="list-style-type: none"> ● Models collaboration and supports staff collaboration throughout the organization ● Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement ● Provides leadership and active participation in community organizations or activities such as the Chamber or service

<i>community needs, priorities, or resources</i>	<ul style="list-style-type: none"> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	
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EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*

2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*

3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - *Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*

4. Makes informed recommendations to the board and makes decisions based on multiple data sources.

○ *Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.*

5. Engages families and communities on student needs, successes, and challenges on a regular basis.

○ *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*

6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.

○ *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of innovation or continuous improvement</i> ● <i>Little or no evidence of student information guiding decision-making</i> ● <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of continuous improvement and innovation</i> ● <i>Student information is used to guide decision-making</i> ● <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> ● <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> ● <i>Information on student progress and achievement is used for planning and decision-making</i> ● <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> ● <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> ● <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> ● <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.

○ *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*

2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.

○ *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*

3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.

○ *Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*

4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.

○ *Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*

5. Monitors and supports the implementation of research-based, instructional practices.

○ *Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of high expectations of student achievement</i> ● <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> ● <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of high expectations of student achievement</i> ● <i>Written curriculum is evident in most subject areas</i> ● <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> ● <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> ● <i>High expectations are clearly and consistently communicated and monitored</i> ● <i>Written curriculum is developed, monitored, and adjusted</i> ● <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> ● <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> ● <i>Data-driven high expectations of student achievement and monitoring of progress</i> ● <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> ● <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> ● <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district’s shared vision and strategic direction.

- ○ *Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district’s vision and strategic direction.*
- ○ *Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.*

2. Implements human resources systems and processes that address:

- ○ recruitment, hiring and induction;
- ○ evaluation and retention; and
- ○ short-term and long-term planning reflective of personnel needs.

■ *Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*

3. Creates a comprehensive system of professional development for all personnel.

○ *Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent’s professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of alignment of personnel and financial resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of alignment of personnel and financial resource allocation to achieve</i> 	<ul style="list-style-type: none"> ● <i>Evidence of alignment of personnel and financial resource</i> 	<ul style="list-style-type: none"> ● <i>Evidence of ongoing strategic planning to ensure personnel and</i>

<p><i>with district strategic vision or plan</i></p> <ul style="list-style-type: none"> ● <i>Little or no evidence of short or long-term personnel planning</i> ● <i>Little or no evidence of modeling lifelong learning</i> ● <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> ● <i>Some evidence of short-term and long-term personnel planning</i> ● <i>Some evidence of participation in lifelong learning activities</i> 	<p><i>district vision and direction</i></p> <ul style="list-style-type: none"> ● <i>Some evidence of short-term and long-term personnel planning</i> ● <i>Some evidence of participation in lifelong learning activities</i> 	<p><i>allocation to achieve district vision and direction</i></p> <ul style="list-style-type: none"> ● <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> ● <i>Evidence of ongoing modeling of lifelong learning</i> 	<p><i>financial resources are allocated to achieve district vision and direction</i></p> <ul style="list-style-type: none"> ● <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored</i> ● <i>Models lifelong learning by engaging and applying ongoing professional development</i>
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EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.

○ *Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.

○ *Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.*

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.

○ *Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.*

4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

○ *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Business processes are out of date and not clearly linked to student learning and success</i> ● <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> 	<ul style="list-style-type: none"> ● <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> ● <i>Some evidence of facility/transportation</i> 	<ul style="list-style-type: none"> ● <i>Business processes are in place using current best practices with a clear priority on student learning and success ➤ Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> 	<ul style="list-style-type: none"> ● <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i>

<ul style="list-style-type: none"> ●Little evidence of building consensus, managing conflict, and resolving operational issues 	<p><i>planning, with fairly clean and safe facilities</i></p> <ul style="list-style-type: none"> ●Manages operational issues with little or no conflict 	<ul style="list-style-type: none"> ●Manages operational issues with little or no conflict and builds some consensus 	<ul style="list-style-type: none"> ●Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles ●Identifies and resolves operational issues, manages conflict, and builds consensus
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EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.

○ *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*

2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.

○ *Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.*

3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.

○ Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Little of no evidence of a shared vision on equity or equitable practices ● Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust ● Little or no evidence of a responsive culture of high expectations 	<ul style="list-style-type: none"> ● Some evidence of shared vision on equity and equitable practices ● Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust ● Some evidence of a responsive culture of high expectations 	<ul style="list-style-type: none"> ● Shared vision on equity and equitable practices is evident through professional learning ● Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures ● Communication processes promote a culture of high expectations for self, staff, and all students 	<ul style="list-style-type: none"> ● Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey ● Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through ● Communication processes and district procedures; and, is validated through an annual student/staff climate survey ● Communication processes and annual student/staff climate survey validates a culture of high ● Expectations for self, staff, and all students

EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.

○ *Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.*

2. Ensures implementation of policy and practice is consistent.

○ *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.*

3. Models and articulates ethical behavior.

○ *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.*

4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

○ *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*

5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

○ *Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
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<ul style="list-style-type: none"> •Does not demonstrate dignity or respect when communicating with students, staff, families, or community members •Decisions do not appear to be just, fair, or equitable •Does not model or hold others accountable for demonstrating ethical behavior •Does not participate in professional development or leadership activities 	<ul style="list-style-type: none"> •Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members •Decisions do not consistently appear to be just, fair or equitable •Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior •Participates in some professional development. 	<ul style="list-style-type: none"> •Demonstrates dignity and respect when communicating with students, staff, families, or community members •Most decisions appear to be just, fair, or equitable •Models ethical behavior and generally holds others accountable for demonstrating ethical behavior •Participates in professional development that is aligned with district vision and direction 	<ul style="list-style-type: none"> •Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members •Decisions consistently appear to be just, fair, and equitable •Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior •Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community
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Superintendent: Date:
Evaluator:

Superintendent Evaluation

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction			
The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System			

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (3) Collaboration with Families and Community			
The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability			
The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: (5) Teaching and Learning			
The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (6) Personnel Leadership			
The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Systems Leadership and Management			
The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture			
The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth			
The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished

Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION			
This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is <i>unsatisfactory</i> or <i>basic</i> , an improvement plan or recommendations for improvement are required.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Superintendent Signature: _____ Date: _____ Board President Signature: _____
 _____ Date: _____



Mr. Jason Buckingham
Superintendent

Dr. Aaron Bredenkamp
Assistant Superintendent for Business

Dr. Sara Zabrowski-Gates
Assistant Superintendent for Teaching and Learning

August 25, 2025

BOE members:

Per policy school board policy #4057, I am required to give the Board of Education a minimum of 45 days prior written notice of my next evaluation. Please accept this letter as notice of the following evaluation schedule:

Superintendent self-evaluation 10/20-10/26

Results compiled and shared with the BOE 10/28

Board of Education to complete superintendent evaluation 10/28-11/6

Results of BOE evaluation tabulated and shared with the Board President 11/17

Results to be an agenda item for the 11/24 regular BOE meeting.

Respectfully submitted,

Jason Buckingham



NEBRASKA DEPARTMENT OF EDUCATION COMPLIANCE CHECKLIST FOR ACCREDITED SCHOOLS K-12

DEFINITIONS:

002.17 School means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

002.18 School District means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.

002.19 School System means a public school district or a nonpublic school or group of nonpublic schools under a governing body organized to provide education in elementary, middle, secondary, and/or high school grades as provided in this Chapter.

CODE SECTION	REGULATORY and STATUTORY REQUIREMENTS	MEETS COMPLIANCE Yes / No
003	MANDATORY REQUIREMENTS FOR LEGAL OPERATION	
003.01 Certification	The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or pre kindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.	
003.05 Graduation Requirements	<p>Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.</p> <p>003.05A By the 2014-15 school year, school districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:</p> <p>003.05A1 Language Arts. Forty (40) credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.</p> <p>003.05A2 Mathematics. Thirty (30) credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.</p> <p>003.05A3 Science. Thirty (30) credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.</p> <p>003.05A4 Social Studies/History. Thirty (30) credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.</p> <p>003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.</p>	

	<p>003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.</p>	
<p>003.06 School Year</p>	<p>Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours, (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours.</p> <p>When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, time shall not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period shall not be counted in meeting the school year requirements.</p> <p>Pursuant to the provisions of 79-213 R.R.S., school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of school board and explaining the circumstances resulting in the request.</p>	

004	CURRICULUM AND STANDARDS	
<p>004.01A-B Instructional Program and Standards</p>	<p>The instructional program of the school system is based on written purposes or standards and is approved by the local board of education or governing body. These documents are on file in each school building and each certificated staff member is provided a copy.</p> <p>School districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), Appendix C (Science Standards), and Appendix D (Social Studies Standards) pursuant to 79-760.01 R.R.S. The deadline for school districts to adopt replacement academic content standards will not extend past one year following the State Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.</p>	
<p>004.01C Curriculum and Standards</p>	<p>The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the State Board March 4, 2014. The school system also has a written description of the library media and guidance programs.</p>	
<p>004.01D Writing</p>	<p>Writing experiences are incorporated in all curricular areas K-12.</p>	
<p>004.01E Technology</p>	<p>Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.</p>	
<p>004.01F Multicultural Education</p>	<p>The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.</p> <p><u>004.01F1</u> The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.</p>	

	<p><u>004.01F2</u> The district curriculum guides, frameworks, or standards incorporate multicultural education.</p> <p><u>004.01F3</u> The district multicultural education program includes a process for selecting appropriate instructional materials.</p> <p><u>004.01F4</u> The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.</p> <p><u>004.01F5</u> The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.</p>	
<p>004.02A Elementary Instructional Program</p>	<p>The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:</p> <p><u>004.02A1</u> Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.</p> <p><u>004.02A2</u> Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.</p> <p><u>004.02A3</u> Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S.</p> <p><u>004.02A4</u> Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.</p> <p><u>004.02A5</u> Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.</p> <p><u>004.02A6</u> Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.</p> <p><u>004.02A7</u> Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.</p> <p><u>004.02A8</u> Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.</p>	
<p>004.02B Kindergarten Admissions</p>	<p>For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.</p>	
<p>004.02C K-6 Athletic Limitations</p>	<p>Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.</p>	
<p>004.03A Middle Grade Instruction</p>	<p>The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.</p> <p><u>004.03A1</u> Reading. The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.</p> <p><u>004.03A2</u> Language Arts. The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.</p> <p><u>004.03A3</u> Mathematics. The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.</p> <p><u>004.03A4</u> Social Studies. The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love</p>	

	<p>of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>004.03A5</u> Science. The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.</p> <p><u>004.03A6</u> Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.</p> <p><u>004.03A7</u> Art. The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.</p> <p><u>004.03A8</u> Music. The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.</p> <p><u>004.03A9</u> Physical Education. The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.</p>	
004.03B Middle Grade Career Education	Career education is included in the middle grades program.	
004.03C Middle Grade Athletic Competitions	No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match or meet played in a tournament shall count as one of the contests permitted within these contest limits.	
004.04A High School Instructional Units	The high school program consists of courses totaling at least 400 instructional units.	
004.04B1 Language Arts Units	60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.	
004.04B2 Social Science Units	40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.	
004.04B3 Math Units	40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts.	
004.04B4 Science Units	40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.	

<p>004.04B5 World Languages Units</p>	<p>20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.</p>	
<p>004.04B6 Career Education Units</p>	<p>Beginning in 2010-11, the curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Arts, Communication, and Information Systems, (2) Business, Marketing, and Management, (3) Environmental and Agricultural Systems, (4) Health Sciences, (5) Human Services and Resources, and (6) Industrial, Manufacturing, and Engineering Systems.</p> <p><u>004.04B6a</u> Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, computer applications, web design, interactive media, networking, e-commerce, computer science, and information technology.</p> <p><u>004.04B6b</u> Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, clothing and textiles, international marketing, sports and entertainment marketing, hospitality and recreation marketing.</p> <p><u>004.04B6c</u> Environmental and Agricultural Systems. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food sciences, power, structural and technical systems, leadership and human resource development, natural resources, and environmental science.</p> <p><u>004.04B6d</u> Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, certified nursing assistant, and health care sciences.</p> <p><u>004.04B6e</u> Human Services and Resources. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, leadership and human resource development, business management, business law, international business, criminal justice, human growth and development, interpersonal relationships, parenting/child development, and applied psychology.</p> <p><u>004.04B6f</u> Industrial, Manufacturing, and Engineering Systems. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, data base management and computer applications.</p> <p><u>004.04B6g</u> Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.</p>	
<p>004.04B7 Health / Physical Education Units</p>	<p>20 instructional units or two years of daily classes in personal health and physical fitness.</p> <p>The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.</p>	

<p>004.04B8 Visual and Performing Arts Units</p>	<p>40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.</p> <p><u>004.04B8a</u> Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.</p> <p><u>004.04B8b</u> Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.</p>	
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005	ASSESSMENT	
<p>005.01A-B Assessment Plan</p>	<p><u>005.01A</u> All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.</p> <p><u>005.01B</u> Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.</p>	
<p>005.02A-C Statewide Assessment</p>	<p><u>005.02</u> Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:</p> <p><u>005.02A</u> Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;</p> <p><u>005.02B</u> Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A and scores and subscores available to the district on national assessment instruments administered by the district; and</p> <p><u>005.02C</u> Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.</p>	
<p>005.03 Student Assistance Process</p>	<p>Each school has a student assistance process of its own design to provide problem solving and intervention strategies.</p>	

006	LIBRARY AND MEDIA	
<p>006.01A Library/ Media Area</p>	<p>Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system.</p> <p>Each school has at least one set of encyclopedias available in either print or electronic format with copyright dates in the past five years.</p>	
<p>006.01B New Library Resources</p>	<p>Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year.</p> <p>The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.</p>	

<p>006.01C Middle Grade Periodicals</p>	<p>Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.</p>	
<p>006.01D Secondary School Periodicals</p>	<p>Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.</p>	
<p>007</p>	<p>INSTRUCTIONAL PROGRAM</p>	
<p>007.01A Elementary Endorsed</p>	<p>Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.</p>	
<p>007.01B Pre-K Coordinator</p>	<p>Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.</p>	
<p>007.02A Middle Grades Endorsed</p>	<p><u>007.02A</u> Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4:</p> <p><u>007.02A1</u> In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.</p> <p><u>007.02A1a</u> Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A2</u> In grades four through six, an elementary endorsement or any middle grades endorsement</p> <p><u>007.02A2a</u> Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A3</u> In grade nine, an appropriate secondary endorsement or any middle grades endorsement.</p> <p><u>007.02A4</u> Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.</p> <p><u>007.02A5</u> Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	
<p>007.03A Secondary School Endorsed</p>	<p><u>007.03A</u> At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.</p> <p><u>007.03A1</u> Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	

007.04A System Library/ Media Staffing	<u>007.04A</u> Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B, assigned on at least a one-half time basis to provide library media services to the school system.	
007.04A1 Building Media Staffing	<u>007.04A1</u> Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.	
007.05A Guidance Staffing	<u>007.05A</u> Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.	
007.05B Guidance Staffing Middle and High School	<u>007.05B</u> School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.	
007.05C Elementary Guidance Program	<u>007.05C</u> School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.	
007.06A Certificated Staff Evaluation	<p><u>007.06A</u> The school district has a written board policy for the evaluation of teachers. The policy is approved by the Department as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.</p> <p><u>007.06A1</u> The policy is implemented by written procedures that include:</p> <p><u>007.06A1a</u> Annual written communication of the evaluation process to those being evaluated;</p> <p><u>007.06A1b</u> A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers;</p> <p><u>007.06A1c</u> Specific district-defined evaluation criteria, which include, at a minimum:</p> <p><u>007.06A1c(1)</u> Instructional performance,</p> <p><u>007.06A1c(2)</u> Classroom organization and management, and</p> <p><u>007.06A1c(3)</u> Personal and professional conduct.</p> <p><u>007.06A1d</u> Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;</p> <p><u>007.06A1e</u> Provision for the teacher to offer a written response to the evaluation; and</p> <p><u>007.06A1f</u> A description of the district plan for training evaluators.</p> <p><u>007.06A2</u> In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.</p>	
007.07A Staff Development	The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.	
008	ADMINISTRATIVE STAFF	

<p>008.02A Administrative Staffing and Endorsement</p>	<p><u>008.02</u> Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent.</p> <p>When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p>008.03A Middle Grades Endorsement Options</p>	<p><u>008.03A</u> Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.</p> <p><u>008.03A1</u> Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.</p> <p><u>008.03A2</u> Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.</p>	
<p>008.03B Middle Grades Principal Staffing</p>	<p><u>008.03B</u> When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p>008.04A Secondary Grades Principal Staffing</p>	<p><u>008.04A</u> Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p>008.05A Head Administrator Endorsement</p>	<p><u>008.05A</u> Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.</p>	
<p>008.05B Administrative Positions Endorsement</p>	<p><u>008.05B</u> Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.</p>	
<p>008.05C Certificates Filed</p>	<p><u>008.05C</u> A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.</p>	

<p>009</p>	<p>CONTINUOUS IMPROVEMENT</p>	
<p>009.01A Continuous Improvement Plan</p>	<p><u>009.01A</u> The school system develops and implements a school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01G. In all school systems, the school improvement process includes the following activities at least once within each five years.</p> <p><u>009.01A1</u> Review and update of a mission or vision statement.</p> <p><u>009.01A2</u> Collection and analysis of data about student performance, demographics, learning climate, and former high school students.</p> <p><u>009.01A3</u> Selection of improvement goals. At least one goal is directed toward improving student performance.</p> <p><u>009.01A4</u> Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals.</p> <p><u>009.01A5</u> Evaluation of progress toward improvement goals.</p>	

009.01B External Visit	The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once each five years.	
010	ACCOUNTABILITY REPORTING	
010.01A Annual Written Report	010.01A The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.	
010.01B Policy for Performance Report(s)	010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.	
011	SCHOOL ENVIRONMENT	
011.01A Building Safety	011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.	
011.01B Safety Plan	011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.	
011.01C Safety Committee	011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.	
011.01D Safety and Security Visit	011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.	
011.01E Seclusion and Restraints	011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.	
011.01F Bullying	011.01F Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.	
011.01G Dating Violence Policy	011.01G Pursuant to 79-2,141 (2) R.R.S., each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.	
012	SCHOOL SYSTEM GOVERNANCE	

012.01A Written Board Policies Accessible	<u>012.01A</u> The governing body has a written set of policies for the school system. These policies are accessible in each school building.	
012.01B Policy On Instructional Hours	<u>012.01B</u> The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.	
012.01C Ratio of Pupils to Certificated Staff	<u>012.01C</u> The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.	
APPENDIX		
Americanism Committee	School Board has an Americanism Committee to carry out 79-725	
Character Education	Character education instruction emphasis in public and nonpublic classrooms 79-725	
Seizure Safe Schools	Public, private, denominational, and parochial schools educate staff as outline in the Seizure Safe Schools Act 79-3201	
Financial Literacy	Meet Financial Literacy component as outlined in NE Revised Statute 79-3001 through 79-3004	

Updated August 2023

RESOLUTION

WHEREAS, the Nebraska Legislature enacted several measures this past legislative session, including LB 243, to adjust public school district revenue and finances; and,

WHEREAS, LB 243 generally limits a public school district’s property tax request authority, subject to limited exceptions; and

WHEREAS, LB 243 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

WHEREAS, a Board of Education of a school district with an average daily membership of more than three thousand forty four students, but less than ten thousand students may increase its tax request by an additional five percent above the base growth percentage; and

WHEREAS, the average daily membership of Douglas County School District Number 28-0054, a/k/a Ralston Public Schools (the “School District”) is more than three thousand forty four students; and less than ten thousand students and

WHEREAS, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of the School District hereby desires to increase its base growth percentage by an additional five percent or other maximum amount as permitted by law; and

WHEREAS, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Section 5 of 2023 Neb. Laws 243, at least seventy percent of the Board of Education of this School District affirmatively votes to increase to the School District’s overall property tax request authority by an additional five percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District’s overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

_____.

The following members voted against the same:

_____.

The following members were absent or not voting:

_____.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 22nd day of September 2025.

Ralston Public Schools

BY:

President
Robin Richards

ATTEST:

Secretary
Samantha Willey

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2025/26 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION

RALSTON PUBLIC SCHOOLS (28-0054-000)

Total Certified Property Tax Request Authority	\$26,256,162
Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Request Authority Allowed with Board Approval	\$2,385,945
Maximum Certified Property Tax Request Authority Including Board Approved Amount	\$28,642,107

SECTION A TOTAL BASE REVENUE CALCULATION		
2024/25 Property Tax		\$23,580,530
2022/23 Other Non-Property Tax		\$8,988,337
2023/24 SPED		\$4,452,841
2024/25 TEEOSA		\$10,697,192
TOTAL BASE REVENUE CALCULATION		\$47,718,900

SECTION B TOTAL BASE GROWTH PERCENTAGE		
Base Growth		3.0000 %
Membership Growth		0.9375 %
LEP Growth		0.6469 %
Poverty Growth		0.0000 %
TOTAL BASE GROWTH RATE PERCENTAGE		4.5844 %

SECTION C TOTAL CALCULATED REVENUE CAP FOR 2025/26		
(Section A Total x Section B Total)		
TOTAL REVENUE CAP		\$49,906,525

SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2025/26		
(Section C Total Revenue Cap minus sum of items listed in this section)		
2023/24 Other Non-Property Tax (minus)		\$8,962,203
2024/25 SPED (minus)		\$5,207,380
2025/26 TEEOSA (minus)		\$9,481,955
2024/25 Unused Property Tax Authority (add)		\$1,175
TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY		\$26,256,162

SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION		
Additional Base Growth % Allowed with Board Approval		5 %
Additional Property Tax Authority Allowed with Board Approval		\$2,385,945
ALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED		\$28,642,107

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit www.education.ne.gov/fos/budgeting-school-district/property-tax-authority

District Name	Section A									Section B					Section C	Section D							Section E	Section F	Section G
	General Fund Tax Asking (2024/25 LC-2)	Special Bldg Tax Asking (2024/25 LC-2)	2024/25 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Bldg Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue	2023/24 TOTAL SPED Reimbursement (2023/24 AFR)	2024/25 TEEOSA	TOTAL REVENUE (Total Tax Request + NonProperty \$ + SPED + TEEOSA)	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP (Total Revenue X Total Base Growth %)	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Bldg Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2024/25 SPED Estimated (SPEDFRS Nov 2024)	2025/26 TEEOSA (as of 1.30.25)	Prior Years Unused Property Tax Authority (2024/25 LC-2)	2025/26 PROPERTY TAX AUTHORITY (Section C - Total NonProperty \$ - SPED Est - TEEOSA + PY Unused PTA Authority)	2025/26 Property Tax Request Authority including Board Approved Amount	Amount of Additional Property Tax Authority if Approved	2024/25 Property Tax Request Authority including Board Approved Amount
24/25 (Current)	\$21,190,422	\$1,010,101	\$22,200,523	\$8,419,481	\$6	\$8,419,487	\$2,257,489	\$9,687,575	\$42,565,074	3.0000%	0.6607%	0.2382%	0.6385%	4.5375%	\$44,496,457	\$8,836,322	\$152,015	\$8,988,337	\$4,385,561	\$10,697,192	\$1,028,083	\$21,453,451	5%	\$2,128,254	\$23,581,705
25/26 (Certified)	\$22,570,429	\$1,010,101	\$23,580,530	\$8,836,322	\$152,015	\$8,988,337	\$4,452,841	\$10,697,192	\$47,718,900	3.0000%	0.9375%	0.6469%	0.0000%	4.5844%	\$49,906,525	\$8,771,541	\$190,662	\$8,962,203	\$5,207,380	\$9,481,955	\$1,175	\$26,256,162	5%	\$2,385,945	\$28,642,107
Difference	\$1,380,007	\$0	\$1,380,007	\$416,841	\$152,009	\$568,850	\$2,195,352	\$1,009,617	\$5,153,826	0.00%	0.28%	0.41%	-0.64%	0.05%	\$5,410,068	-\$64,781	\$38,647	-\$26,134	-\$821,819	-\$1,215,237	-\$1,026,908	\$4,802,711	0%	\$257,691	\$5,060,402
Percentage	6.51%	0.00%	6.22%	4.95%	2533483%	6.76%	97.25%	10.42%	12.11%	0.00%	41.89%	171.53%	-100.00%	1.03%	12.16%	-0.73%	25.42%	-0.29%	18.74%	-11.36%	-99.89%	22.39%	0.00%	12.11%	21.46%

**NOTICE
BOARD OF EDUCATION
RALSTON PUBLIC SCHOOLS**

PUBLIC NOTICE is hereby given, in compliance with the provisions of Section 5 of 2023 Neb. Laws 243, that the Board of Education for Ralston Public Schools will meet on the **8th day of September, 2025 at 6:00 P.M.** at the **Virginia Moon Administration Center, 8545 Park Drive, Ralston, NE 68127** to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by up to an additional five percent, or other maximum amount as permitted by law, above the base growth percentage.

8/29 ZNEZ



The Daily Record

Proof of Publication

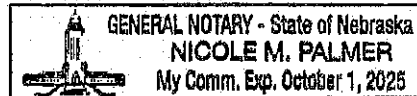
JASON W. HUFF, Publisher

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha } ss.

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

8/29/25

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



Publisher's Fee \$22.00
Additional Copies \$ _____
Filing Fee \$ _____
Total \$22.00

Subscribed in my presence and sworn to before me this AUGUST 29 2025

Notary Public in and for
Douglas County, State of Nebraska

1. I move we approve the 2025-2026 Budget, as presented.

Approval of the 2025-2026 General Fund Total Budget of \$53,305,757.00,
the Depreciation Fund of \$3,588,972.00,
the Activities Fund of \$738,643.00,
the School Nutrition Fund of \$3,176,000.00,
the Bond Fund of \$13,196,040.00,
the Special Building Fund of \$18,529,829.00,
the Cooperative Fund of \$3,402,278.00,
and the Student Fee Fund of \$42,430.00,

The current levy for this budget is of .927666 for general fund expenses,
with .216809 levied for bond fund expenses,
with .009679 levied for special building fund expenses.

The combined levy for all funds for 2025-2026 is \$1.154154 which represents a decrease from the previous year.

Hearings for public comment regarding the proposed budget were held at 5:30 p.m. and 5:45p.m. on September 8, 2025.

RALSTON PUBLIC SCHOOLS

BUDGET HEARING

2025-2026



Fund Balances

as of 8/31

General Fund - \$15,389,907

Bond Fund - \$6,945,879

Special Building Fund - \$18,477,867

Depreciation Fund - \$3,299,937

QCPUF - \$0

Activity Funds - \$308,314



General Fund Budget Description

General Fund Operating Budget - \$47,460,942

Voluntary Separation - \$237,000

Special Building Fund - \$250,000

Anticipated Depreciation Fund transfer - \$500,000



Receipts History

INCOME TOTALS	2020-2021	20-21 Act.	2021-2022	21-22 Act.	2022-2023	23-22 Act.	2023-2024	23-24 Act.	2024-2025	24-25 Actual	2025-2026	Difference
Local District Taxes	\$ 19,481,802	\$ 18,661,361	\$ 20,497,849	\$ 20,959,131	\$ 21,044,479	\$ 20,606,102	\$ 20,978,518	\$ 20,363,046	\$ 22,103,725	\$ 22,596,916	\$ 23,723,814	7.33%
Common Levy Proceed												
Pro-Rata Motor Vehicle Tax	\$ 30,000	\$ 43,209	\$ 30,000	\$ 47,297	\$ 32,000	\$ 45,603	\$ 45,000	\$ 147,303	\$ 45,000	\$ 41,493	\$ 45,000	0.00%
Motor Vehicle Tax	\$ 2,365,735	\$ 3,420,357	\$ 3,400,000	\$ 3,593,381	\$ 3,300,000	\$ 4,023,236	\$ 3,796,100	\$ 3,886,084	\$ 3,500,000	\$ 4,245,879	\$ 3,500,000	0.00%
Homestead Exemption Tax	\$ 250,000	\$ 500,037	\$ 410,000	\$ 562,586	\$ 420,000	\$ 565,114	\$ 550,000	\$ 521,960	\$ 365,000	\$ 691,375	\$ 450,000	23.29%
Tuition From Individuals												
Tuition From Other Districts												
Interest On Investments	\$ 6,000	\$ 11,063	\$ 6,000	\$ 7,258	\$ 15,000	\$ 24,198	\$ 30,000	\$ 23,191	\$ 20,000	\$ 27,836	\$ 20,000	0.00%
Local Fees & Fines	\$ 36,000	\$ 32,932	\$ 35,000	\$ 33,861	\$ 30,000	\$ 29,420	\$ 30,000	\$ 41,273	\$ 30,000	\$ 43,483	\$ 30,000	0.00%
Other Local Revenue	\$ 8,000	\$ 1,600	\$ 8,000	\$ 103,909	\$ 1,500	\$ 10,000	\$ 1,500	\$ 15,890	\$ 1,000	\$ 3,000	\$ 1,000	0.00%
County Fines & Licenses	\$ 70,550	\$ 73,653	\$ 81,000	\$ 73,783	\$ 70,000	\$ 70,424	\$ 70,000	\$ 76,524	\$ 70,000	\$ 89,661	\$ 70,000	0.00%
State Aid	\$ 11,164,498	\$ 11,060,850	\$ 9,787,636	\$ 9,787,636	\$ 10,659,909	\$ 10,659,909	\$ 9,687,575	\$ 9,687,575	\$ 10,697,192	\$ 10,697,192	\$ 9,481,955	-11.36%
Special Education Program	\$ 2,100,000	\$ 1,933,960	\$ 2,100,000	\$ 2,198,749	\$ 2,100,000	\$ 2,164,135	\$ 4,188,093	\$ 4,091,175	\$ 4,188,028	\$ 4,727,214	\$ 4,540,618	8.42%
Special Education Transportation	\$ 165,000	\$ 56,134	\$ 165,000	\$ 213,927	\$ 165,000	\$ 240,558	\$ 240,000	\$ 494,274	\$ 240,000	\$ 611,157	\$ 500,000	108.33%
Federal Grant Reimbursement												
State Apportionment	\$ 400,000	\$ 380,456	\$ 400,000	\$ 372,602	\$ 372,196	\$ 554,881	\$ 435,000	\$ 569,715	\$ 385,000	\$ 1,224,103	\$ 885,000	129.87%
Public Power Sales Tax	\$ 425,000	\$ 460,533	\$ 425,000	\$ 3,977,766	\$ 3,670,691	\$ 3,949,879	\$ 3,950,000	\$ 3,974,007	\$ 3,950,000	\$ 4,251,748	\$ 3,950,000	0.00%
EduJobs Funding												
Income from Cash Balance	\$ 1,049,445	\$ -	\$ 1,437,247	\$ -	\$ -	\$ -	\$ -		\$ -		\$ 263,555	
Tax Anticipation Notes												
Total	\$ 37,552,029	\$ 36,636,148	\$ 38,782,732	\$ 41,931,889	\$ 41,880,775	\$ 42,943,459	\$ 44,001,786	\$ 43,892,018	\$ 45,594,945	\$ 49,251,057	\$ 47,460,942	4.09%

Disbursement History

DISBURSEMENTS	2020-2021	20-21 Act.	2021-2022	20-21 Act.	2022-2023	22-23 Act.	2023-2024	23-24 Act.	2024-2025	24-25 Actual	2025-2026	Difference
Instruction	\$ 19,104,896	\$ 18,857,227	\$ 20,402,083	\$ 19,155,798	\$ 21,686,819	\$ 19,793,320	\$ 22,885,330	\$ 21,236,049	\$ 23,784,986	\$ 22,674,438	\$ 24,475,614	2.90%
Special Education	\$ 5,655,708	\$ 5,402,499	\$ 5,503,587	\$ 5,450,924	\$ 6,295,478	\$ 5,578,375	\$ 6,576,529	\$ 6,387,698	\$ 6,616,885	\$ 6,698,103	\$ 7,148,214	8.03%
Pupil Support Services	\$ 1,288,014	\$ 1,221,533	\$ 1,242,940	\$ 1,345,147	\$ 1,405,644	\$ 1,400,264	\$ 1,442,856	\$ 1,411,164	\$ 1,589,405	\$ 1,659,899	\$ 1,607,927	1.17%
Staff Support Services	\$ 2,170,096	\$ 1,949,596	\$ 2,226,858	\$ 2,004,298	\$ 2,363,250	\$ 2,082,362	\$ 2,625,844	\$ 2,436,983	\$ 2,709,955	\$ 2,370,994	\$ 2,776,715	2.46%
General Administration	\$ 779,242	\$ 708,035	\$ 813,755	\$ 986,613	\$ 835,704	\$ 903,873	\$ 786,919	\$ 936,108	\$ 813,459	\$ 797,392	\$ 844,982	3.88%
Building Administration	\$ 2,308,941	\$ 2,271,189	\$ 2,360,718	\$ 2,379,004	\$ 2,447,574	\$ 2,513,220	\$ 2,533,986	\$ 2,278,760	\$ 2,623,534	\$ 2,463,123	\$ 2,688,076	2.46%
Business	\$ 763,375	\$ 682,582	\$ 772,746	\$ 671,797	\$ 822,403	\$ 1,240,925	\$ 831,301	\$ 911,724	\$ 843,768	\$ 678,087	\$ 710,764	-15.76%
Operation Of Plant	\$ 3,048,939	\$ 2,710,351	\$ 3,059,010	\$ 2,960,119	\$ 3,343,637	\$ 3,084,236	\$ 3,493,176	\$ 3,146,946	\$ 3,717,962	\$ 3,529,831	\$ 4,453,086	19.77%
Maintenance Of Plant	\$ 937,107	\$ 1,013,269	\$ 933,170	\$ 939,013	\$ 1,075,423	\$ 958,933	\$ 1,118,590	\$ 964,283	\$ 1,165,066	\$ 1,336,778	\$ 986,875	-15.29%
Transportation	\$ 1,258,085	\$ 1,026,512	\$ 1,230,239	\$ 1,161,757	\$ 1,367,217	\$ 1,363,665	\$ 1,469,629	\$ 1,656,335	\$ 1,492,299	\$ 1,522,381	\$ 1,636,189	9.64%
Board of Education	\$ 237,626	\$ 196,189	\$ 237,626	\$ 185,465	\$ 237,626	\$ 139,823	\$ 237,626	\$ 200,517	\$ 237,626	\$ 241,525	\$ 132,500	-44.24%
Total	\$ 37,552,029	\$ 36,038,982	\$ 38,782,732	\$ 37,239,935	\$ 41,880,775	\$ 39,058,995	\$ 44,001,786	\$ 41,566,566.8	\$ 45,594,945	\$ 43,972,555	\$ 47,460,942	4.09%

Tax Request Information

	2024-2025		2025-2026	
	Tax Request	Levy	Tax Request	Levy
General Fund	\$22,326,995	.91123	\$23,963,448	.91849
Building Fund	\$1,010,101	.04123	\$252,525	.00968
Voluntary Separation	\$243,434	.00994	\$239,394	.00918
Bond Fund	\$5,656,566	.23086	\$5,656,566	.21681
QCPUF	\$0	.00	\$0	.00
Total Levy request	\$29,237,096	1.19325	\$30,111,933	1.15415



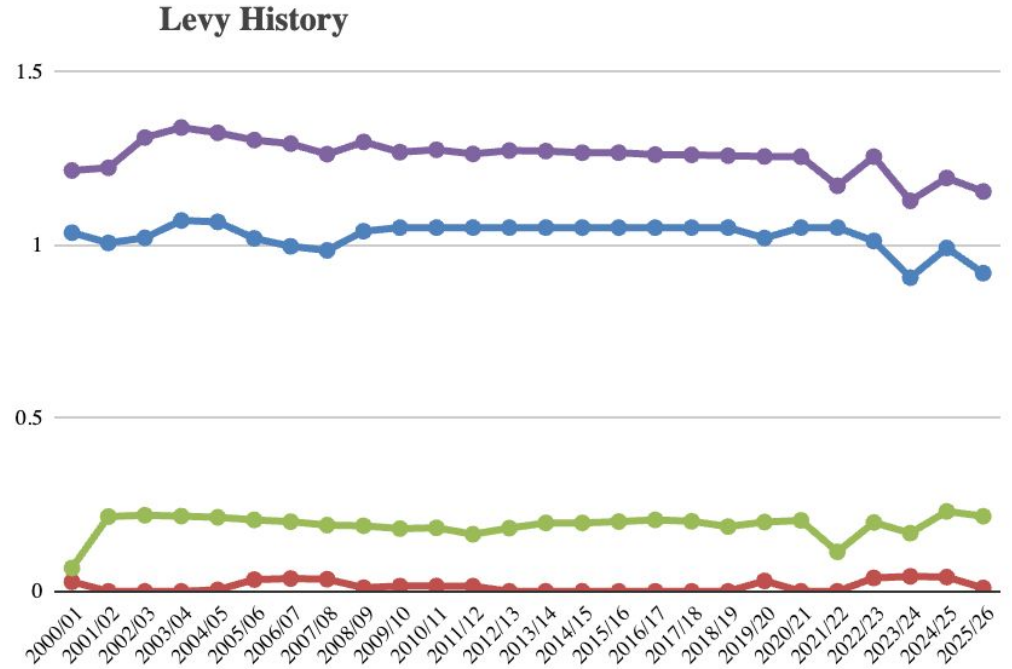
Levy History

Year	General	Building Fund	Bond Fund	Total Levy
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.0500	0.0152	0.1835	1.2747
2011/12	1.0500	0.0149	0.1648	1.2627
2012/13	1.0500	0.0000	0.1825	1.2724
2013/14	1.0500	0.0000	0.1975	1.2708
2014/15	1.0500	0.0000	0.1975	1.2661
2015/16	1.0500	0.0000	0.2014	1.2661
2016/17	1.0500	0.0000	0.2063	1.2607
2017/18	1.0500	0.0000	0.2023	1.2598
2018/19	1.0500	0.0000	0.1870	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.0500	0.0000	0.2047	1.2547
2021/22	1.0500	0.0000	0.1141	1.1707
2022/23	1.0112	0.0387	0.1988	1.2549
2023/24	0.9055	0.0432	0.1680	1.1272
2024/25	0.9912	0.0412	0.2309	1.1933
2025/26	0.9185	0.0097	0.2168	1.1542



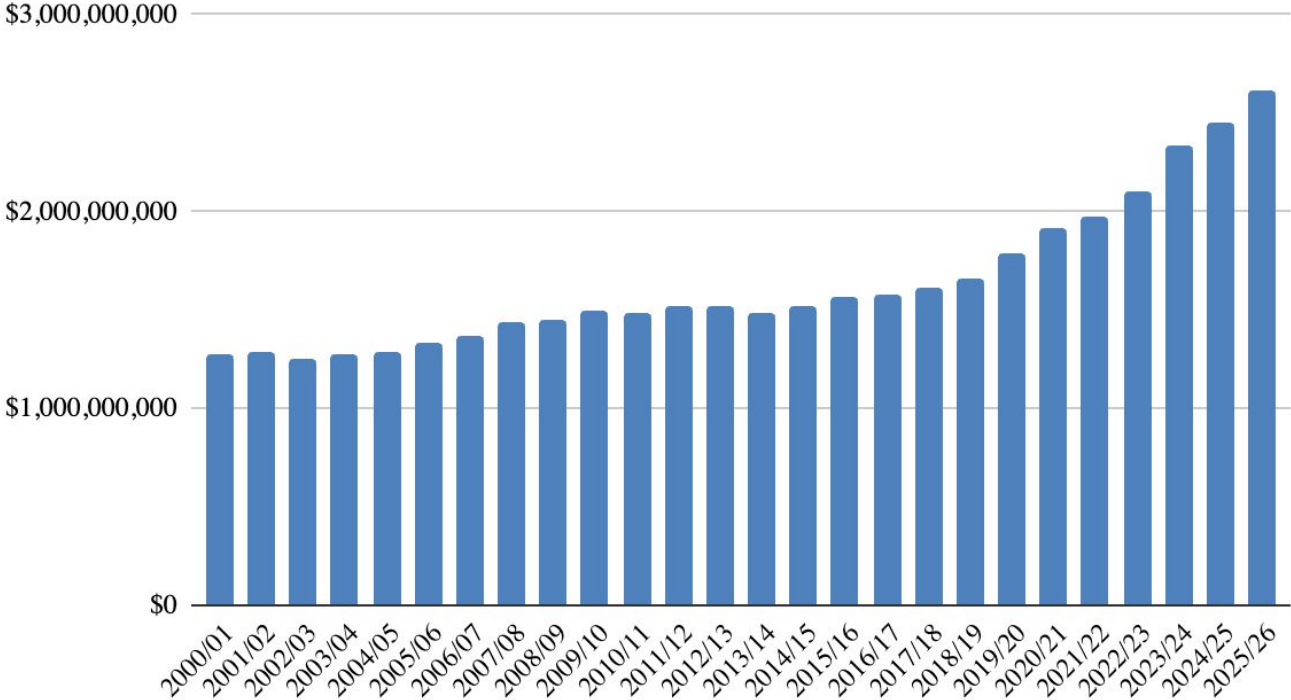
Levy History

- General Fund Levy
- Special Building Fund Levy
- Bond Fund Levy
- Total Levy



Valuation History

Valuation History



Summary

- Certified Valuation increased by 6.48% to \$2,609,004,635
 - Real Growth of 1.71%
- General Fund Levy of \$.9185
- Special Building Fund Levy of \$.0097
 - Total of \$.93 or \$.12 below the \$1.05 Levy Lid
- Bond Fund Levy of \$.2168
 - Decrease of .0141
 - Paying for 2021 and 2023 series bonds for full fiscal year
- **Total Levy for 2024-2025 is \$1.1542**
 - **Decrease of \$.0391**
- General Fund increased by 4.09% from 2024-2025
 - Certified Staff Salary Increase of \$1000 on the base
 - Insurance Premium Increase of 5.5%
- State Aid decrease of 11.36%
 - Loss of \$1.2 million



Questions?

BUDGET HEARING

2025-2026

**RALSTON PUBLIC SCHOOLS
NOTICE OF MEETING**

NOTICE IS HEREBY GIVEN, that the Board of Education, of the School District No. 54, in the county of Douglas, in the State of Nebraska, will hold a **Budget Hearing at 5:30 p.m., Tax Request Hearing at 5:45 p.m., followed by the Regular meeting at 6:00 p.m. on Monday, September 8, 2025, at the VMAC Administrative Center, 8545 Park Dr., Ralston, NE.**, which meeting will be open to the public. An agenda for the regular meeting, kept continuously current, is available for public inspection at the office of the Superintendent at 8545 Park Dr., Ralston, Nebraska.

9/4 ZNEZ



The Daily Record

Proof of Publication

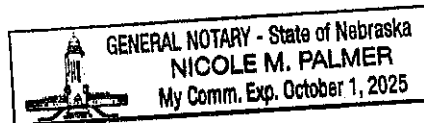
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Publisher's Fee \$22.00

Additional Copies \$ _____

Filing Fee \$ _____

Total \$22.00


Subscribed in my presence and sworn to before me this SEPTEMBER 04 2025


Notary Public in and for
Douglas County, State of Nebraska

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Ralston Public Schools (280054) In Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 8 day of September, 2025 at 5:30 o'clock, PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Total Personal and Real Property Tax Requirement
	2023-2024 (1)	2024-2025 (2)	2025-2026 (3)			
General	\$ 44,134,972.00	\$ 50,955,058.00	\$ 53,305,757.00	\$ 9,737,467.00	\$ 39,082,410.00	\$ 24,202,842.00
Depreciation	\$ 748,526.00	\$ 750,000.00	\$ 3,588,972.00		\$ 3,588,972.00	
Employee Benefit	\$ -	\$ -	\$ -		\$ -	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 734,819.00	\$ 735,000.00	\$ 738,643.00		\$ 738,643.00	
School Nutrition	\$ 2,354,830.00	\$ 3,119,345.00	\$ 2,876,000.00		\$ 2,876,000.00	
Bond	\$ 5,850,442.00	\$ 5,592,625.00	\$ 13,196,040.00		\$ 7,596,040.00	\$ 5,656,566.00
Special Building	\$ 35,814,572.00	\$ 21,005,000.00	\$ 18,529,829.00		\$ 18,279,829.00	\$ 252,525.00
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -		\$ -	\$ -
Cooperative	\$ 1,885,417.00	\$ 2,000,000.00	\$ 3,902,278.00		\$ 3,902,278.00	
Student Fee	\$ 37,631.00	\$ 40,000.00	\$ 42,430.00		\$ 42,430.00	
TOTALS	\$ 91,561,209.00	\$ 84,197,028.00	\$ 96,179,949.00	\$ 9,737,467.00	\$ 76,106,602.00	\$ 30,111,933.00

Breakdown of Property Tax	Bond Purposes	Non-Bond Purposes	Total
	\$ 5,656,566.00	\$ 24,455,367.00	\$ 30,111,933.00

9/4

ZNEZ



Proof of Publication

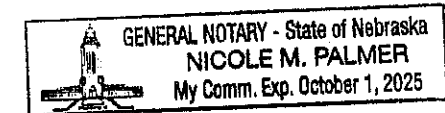
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Jason W. Huff
Subscribed in my presence and sworn to before me this SEPTEMBER 04 2025

Nicole M. Palmer
Notary Public in and for
Douglas County, State of Nebraska

**2025/2026 TAX REQUEST RESOLUTION
FOR
DOUGLAS COUNTY SCHOOL DISTRICT #54**

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District's Tax Requests for the 2025/2026 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Douglas County School District #54; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Douglas School District #54 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total assessed value of the property differs from last year's total assessed value by 4.7% the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be \$1.120662 per \$100 of assessed value; the Ralston Public Schools proposes to adopt a property tax requests that will cause its tax rate to be \$1.154154 per \$100 of assessed value.

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of the Ralston Public Schools will be less than last year's by 4.04%.

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2025/2026 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at \$24,202,842.00; (2) the Tax Request for the Bond Fund should be, and hereby is set at \$5,656,566.00; (3) the Tax Request for the Special Building Fund should be, and hereby is set at \$252,525.00 and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at \$0.

It is so moved by (_____) and seconded by (_____) this 22nd day of September 2025.

Roll Call vote as follows:

Katie Krause	YES	NO
Samantha Willey	YES	NO
Carrie Hough	YES	NO
Robin Richards	YES	NO
Elizabeth Kumru	YES	NO
Mary Roarty	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Douglas County School District #54, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

Samantha Willey, Board Secretary

Valuation	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	\$ 1,792,723,470	\$ 1,912,399,115	\$ 1,971,895,050	\$ 2,102,130,455	\$ 2,340,248,555	\$2,450,204,865	\$2,609,004,635

General Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
General Fund Budget	\$36,298,326	\$37,520,589	\$38,729,266	\$41,880,775	\$43,741,764	\$45,594,945	\$47,460,942
(Budget +/-)	\$1,224,713	\$1,222,263	\$1,208,677	\$3,151,509	\$1,860,989	\$1,853,181	\$1,865,997
Tax Requirement	\$18,100,535	\$19,481,801	\$20,499,898	\$21,044,479	\$20,978,518	\$22,103,725	\$23,723,814
1% Treasurer's Fee	\$181,005	\$194,818	\$204,999	\$212,570	\$211,904	\$223,270	\$239,634
Total	\$18,281,540	\$19,676,619	\$20,704,897	\$21,257,049	\$21,190,422	\$22,326,995	\$23,963,448
Estimated Levy	\$1.0198	\$1.0500	\$1.0500	\$1.0112	\$0.9055	\$0.9112	\$0.918490

Special Building Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Taxable base	\$17,747,962	\$18,932,751	\$19,521,761	\$21,021,305	\$23,402,486	\$24,502,049	\$26,090,046
Total Tax Funds	\$ 536,698	\$ -	\$ -	\$ 807,167	\$ 1,000,000	\$ 1,000,000	\$ 250,000
1% Treasurer's Fee	\$5,367	\$0	\$0	\$8,153	\$10,101	\$10,101	\$2,525
Total	\$ 542,065	\$ -	\$ -	\$ 815,320	\$ 1,010,101	\$ 1,010,101	\$ 252,525
Estimated Levy	\$0.0302	\$0.0000	\$0.0000	\$0.0388	\$0.0432	\$0.0412	\$0.009679

Budget Total (Under The Lid)	\$1.05	\$1.05	\$1.05	\$1.05	\$0.95	\$0.95	\$0.93
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Voluntary Separation	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Amount of Fund	\$49,649	\$105,000	\$129,961	\$140,000	\$245,000	\$241,000	\$237,000
Auto Tax Estimate							
Total Tax Funds	\$49,649	\$105,000	\$129,961	\$140,000	\$245,000	\$241,000	\$237,000
1% Treasurer's Fee	\$496.49	\$1,050.00	\$1,300	\$1,414	\$2,475	\$2,434	\$2,394
Total	\$50,145.49	\$106,050.00	\$131,261	\$141,414	\$247,475	\$243,434	\$239,394
Estimated Levy	\$0.00277	\$0.00549	\$0.00659	\$0.00673	\$0.01057	\$0.00994	\$0.009176
	\$1.0528	\$1.0555	\$1.0566	\$1.0567	\$0.9592	\$0.9624	\$0.9373

General Obligation Bond Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Tax Requirement	3,243,025	3,700,000	1,636,940	4,125,000	4,700,000	\$5,600,000	\$5,600,000
Auto Tax Estimate (Income)							
Amount Of Property Tax	\$3,243,025	3,700,000	1,636,940	4,125,000	3,893,128	\$5,600,000	\$5,600,000
1% Treasurer's Fee	32430.25	37000	16369	41667	39324	\$56,565.60	\$56,565.60
Total	\$3,275,455	\$3,737,000	\$1,653,309	\$4,166,667	\$3,932,452	\$5,656,566	\$5,656,566
Estimated Levy	\$0.1827	\$0.19541	\$0.08384	\$0.19821	\$0.16804	\$0.23086	\$0.216809

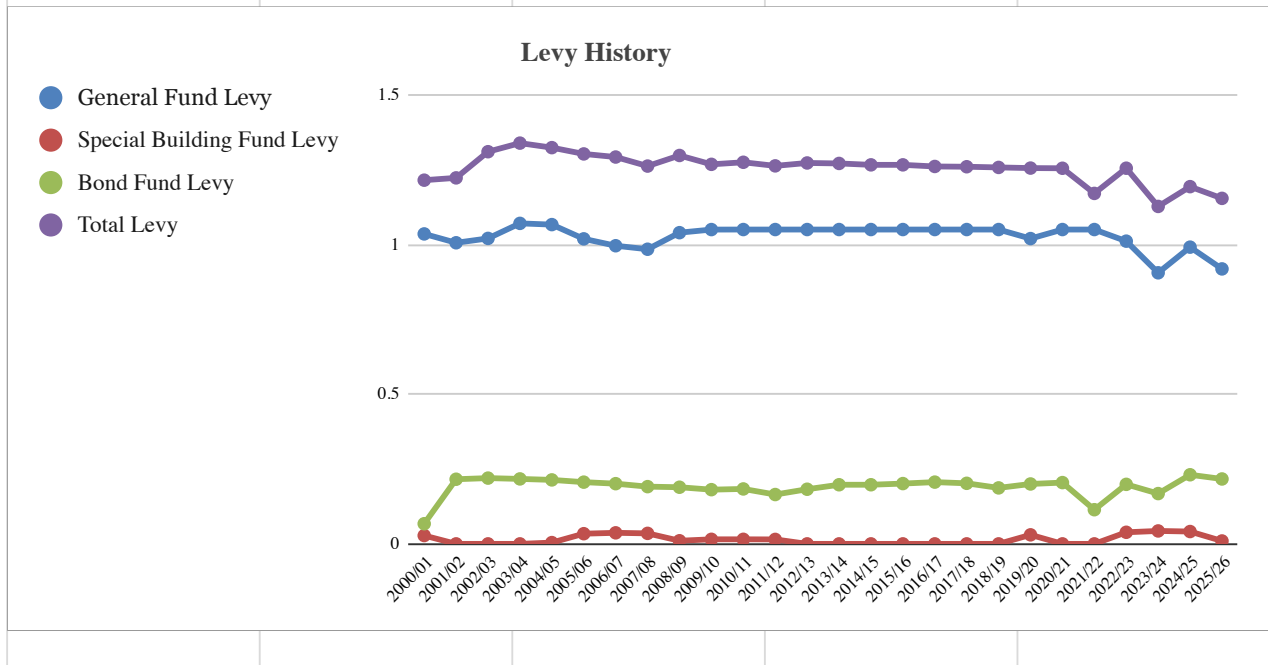
Limited Bond Fund (QCPUF, BABS, QSCB)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Tax Requirement	\$351,744	\$72,356	\$591,204	\$0	\$0	\$0	\$0
Auto Tax Estimate (Income)							
Amount Of Property Tax	\$351,744	\$72,356	\$591,204	\$0	\$0	\$0	\$0
1% Treasurer's Fee	\$3,517.44	\$723.56	\$5,912	\$0	\$0	\$0	\$0
Total	\$355,261.12	\$73,079.56	\$597,116.04	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Levy	\$0.0198	\$0.0038	\$0.03028	\$0.00000	\$0.00000	\$0.00000	\$0.00000

Cooperative Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Amount of Fund	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000
Total Tax Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outside the lid total	\$0.2053	\$0.2047	\$0.1207	\$0.2049	\$0.1786	\$0.2408	\$0.2260
Total All Funds	\$39,979,188	\$41,436,719	\$41,110,952	\$46,188,856	\$47,921,691	\$51,494,945	\$53,356,902
Inc./Dec. All Funds	\$1,464,491	\$1,457,531	(\$325,766)	\$5,077,904	\$1,732,835	\$3,573,254	\$1,861,957
Total Tax Dollars (All Funds)	\$22,504,468	\$23,592,749	\$23,086,583	\$26,380,450	\$26,380,450	\$29,237,095	\$30,111,933
Inc./Dec. Budget Dollars	\$1,648,781	\$1,088,281	(\$506,165)	\$3,293,867	(\$0)	\$2,856,645	\$874,838
Est. School Tax Levy	\$1.2553	\$1.2547	\$1.1707	\$1.2549	\$1.1272	\$1.1933	\$1.154154
Inc/Dec	(\$0.0022)	(\$0.0006)	(\$0.0840)	\$0.0842	(\$0.1277)	\$0.0660	(\$0.0391)

Ralston Public Schools Levy History

Year	General	Building Fund	Bond Fund	Total Levy
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.0500	0.0152	0.1835	1.2747
2011/12	1.0500	0.0149	0.1648	1.2627
2012/13	1.0500	0.0000	0.1825	1.2724
2013/14	1.0500	0.0000	0.1975	1.2708
2014/15	1.0500	0.0000	0.1975	1.2661
2015/16	1.0500	0.0000	0.2014	1.2661
2016/17	1.0500	0.0000	0.2063	1.2607
2017/18	1.0500	0.0000	0.2023	1.2598
2018/19	1.0500	0.0000	0.1870	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.0500	0.0000	0.2047	1.2547
2021/22	1.0500	0.0000	0.1141	1.1707
2022/23	1.0112	0.0387	0.1988	1.2549
2023/24	0.9055	0.0432	0.1680	1.1272
2024/25	0.9912	0.0412	0.2309	1.1933
2025/26	0.9185	0.0097	0.2168	1.1542



Notice of Special Hearing To Set Final Tax Request

Ralston Public Schools (280054) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 8 day of, September 2025 at 5:45 o'clock PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2024-2025	2025-2026	Change
Property Valuations	2,460,204,865	2,609,004,635	6%

Fund	2024-2025 Budget Information			Property Tax Rate (2023-2024 Request Divided By 2024 Valuation)	2025-2026 Budget Information			Change in Tax Rate	Change in Operating Budget
	2024-2025 Operating Budget	2024-2025 Property Tax Request	2024 Tax Rate		2025-2026 Operating Budget	2025-2026 Proposed Property Tax Request	Proposed 2025 Tax Rate		
General Fund	50,102,329.00	22,570,429.00	0.921165	0.865097	53,305,757.00	24,202,842.00	0.927666	1%	6%
Bond Fund(s) K - 12	11,393,193.00	5,856,566	0.230961	0.216809	13,196,040.00	5,856,566.00	0.216809	-6%	16%
Special Building Fund	28,695,180.00	1,010,101.00	0.041225	0.038716	18,529,829.00	252,525.00	0.009679	-77%	-35%
Total	90,190,702.00	29,237,096.00	1.193251	1.120822	85,031,626.00	30,111,933.00	1.154154	-3%	-8%

9/4

ZNEZ



Proof of Publication

JASON W. HUFF, Publisher

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha } ss.

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

9/4/25

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2025

Publisher's Fee \$92.66

Additional Copies \$

Filing Fee \$

Total \$92.66

Jason W. Huff

Subscribed in my presence and sworn to before me this SEPTEMBER 04 2025

Nicole M. Palmer

Notary Public in and for
Douglas County, State of Nebraska

5056
Free Expression by Students

The board of education recognizes that students do not shed their constitutional rights at the schoolhouse gate. However, the board of education is responsible for balancing those rights against its responsibility to provide a program of education for students in this district. The board is authorized to preserve order so that the system may function properly.

Students may not engage in any expressive conduct that causes a material and substantial disruption to the educational program; that is lewd, obscene, profane, defamatory, threatening or contains "fighting words", **or is grossly prejudicial to an ethnic, national, religious or racial group, or to either gender**, or that advocates the use of substances that are illegal to minors; that incites violence or constitutes a "true threat;" or that urges the violation of law or school rules. Violators will be disciplined in accordance with law and board policy.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6014

School Attendance on Days of Scheduled Activities

Students who are absent from school for any part of the day will not be permitted to practice or participate in an extracurricular contest, practice or performance unless the student has the building principal's prior permission to participate despite the absence.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6016
Homebound and Off-Campus Instruction

The school district may provide a student with instruction in his or her home or other off-campus location under the following circumstances:

- if the student’s IEP or 504 team determines that homebound instruction is appropriate;
- if the student is physically or mentally ill or injured and unable to attend regular classes and the superintendent or his/her designee had determined that a program of off-campus instruction is appropriate, after conferring with the student’s parents, teacher(s) and/or physician; or
- under other circumstances which the superintendent deems to be appropriate.

Homebound and off-campus instruction may include a variety of in-person and distance learning services, as determined appropriate by the superintendent or relevant educational team. The superintendent or relevant educational team shall periodically review individual off-campus instructional programs and shall only continue them as long as they are educationally appropriate.

Adopted on: _____

Revised on: _____

Reviewed on: _____

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

TEACHERS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

EN UNA EMERGENCIA ACTUAR



HOLD! (¡PERMANENCIA!) En el salón o área donde esté. Despejar los pasillos.

ESTUDIANTES

Despejar los pasillos y permanecer en el salón o área hasta que se anuncie que todo está bien
Continuar con las actividades normales

ADULTOS

Cerrar y bloquear la puerta
Contar a los estudiantes y adultos
Continuar con las actividades normales



SECURE! (¡PROTECCIÓN!) Entrar. Cerrar las puertas exteriores con llave.

ESTUDIANTES

Volver al interior del edificio
Continuar con las actividades normales

ADULTOS

Llevar a todo el mundo al interior
Cerrar las puertas exteriores con llave
Ampliar la información sobre la situación
Continuar con las actividades normales
Pasar lista



LOCKDOWN! (¡CIERRE DE EMERGENCIA!) Cerrar con llave, apagar las luces, esconderse.

ESTUDIANTES

Ocultarse donde no se les pueda ver
Guardar silencio
No abrir la puerta

ADULTOS

Llevar adentro a los estudiantes que estén el pasillo si es posible
Cerrar la puerta del aula
Apagar las luces
Ocultarse donde no se les pueda ver
Guardar silencio
No abrir la puerta
Prepararse para escapar o defenderse



EVACUATE! (¡EVACUACIÓN!) (Se puede especificar una ubicación)

ESTUDIANTES

Dejar las cosas si es necesario
Llevarse el teléfono si es posible
Seguir las instrucciones

ADULTOS

Dirigir a los estudiantes al lugar de evacuación
Contar a los estudiantes y adultos
Avisar si falta algún estudiante o adulto, hay personas de más o hay heridos



SHELTER! (¡REFUGIO!) Se indican los peligros y las estrategias de seguridad

ESTUDIANTES

Utilizar la estrategia de seguridad adecuada según el peligro

Peligro

Tornado
Materiales peligrosos
Terremoto
Tsunami

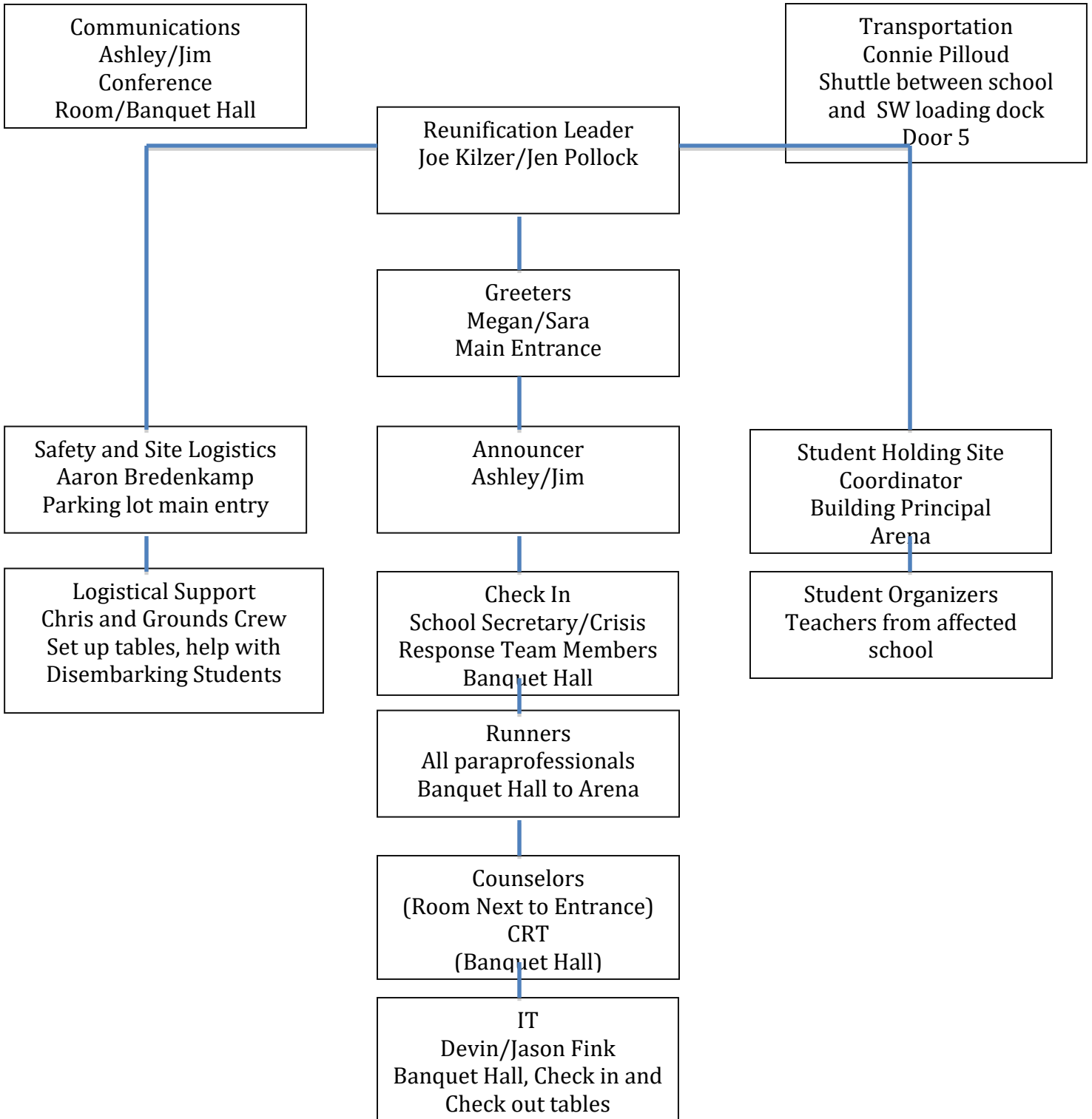
Estrategia de seguridad

Evacuar al área de refugio
Sellar el salón
Agacharse, cubrirse y permanecer en esa posición
Ir a terreno elevado

ADULTOS

Dirigir la estrategia de seguridad
Contar a los estudiantes y adultos
Avisar si falta algún estudiante o adulto, hay personas de más o hay heridos

Reunification Flow Chart



Reunification Plan

In the event that we should have to evacuate one or more of our buildings, and will be unable to reunite students with parents on school grounds, we will use the following plan to facilitate reunification.

The following procedures can be used regardless of our reunification site.

Prior to beginning evacuation and reunification:

- Approval given by Central Office, either Superintendent or Asst. Supt.
- Notification made to communications and transportation if applicable

Process for reunification:

- Parents will follow signage directing them to the parent entrance (East main entrance) of the reunification facility, parents will be met by greeters who will explain the reunification process, distribute reunification cards, and direct parents to the check in table.
- Parents will bring their completed cards to the check in table (banquet hall) and will be informed if their child has arrived at the site, parents of children not yet at the reunification site will be sent to a waiting area, separate from the reunification entrance until their children have arrived. For parents whose children have arrived at the site, they will be directed to the reunification area (North end of Banquet Hall). Checkers should keep the forms of the parents in the waiting area and match them up each time a new set of students reaches the reunification site.
- Runners will take the top portion of their reunification card and will take the child from the student holding site to the banquet hall, NE entrance.
- The runner reunites the parent and the child, completes the bottom of the card and will return the card to the IT personnel logging information at the reunification exit.

Process for checking in:

- Spreadsheet to be created to log check in/check out process. Fields to include student last name, first name, parent check in, and parent check out.
- Check in desk will be notified of all students and staff upon arrival to the reunification site. It is the responsibility of the adult (teacher) to have their attendance on paper so that it may be sent directly to the front desk upon arrival.

- Label check in lines at the desk along with Reunification area and checkout area.
- Have a location for parents to wait as their students may have not yet arrived
- Greeters will help to organize lines and distribute reunification cards.
- Parents check in and either move to the waiting area.
- Runners will get students and return them to parents.
- Portable PA system may be used by announcer to inform parents of latest developments

Designate Student Holding area

Students to be organized by class led by their teacher, (see specific building plans) in the event their teacher is unable to organize their students, principal is to assign staffing to that class and have class in their assigned location.

PA system set up if appropriate

Counselors and first aid will be available as needed

Designate crisis response room (conference room off of main entrance)

Work with site director to designate a room staffed by members of CRT

Send parents who need extra attention to the designated response room (Side Room)

Reunification kit to include:

Reunification cards

Pens

Signs for Check In, Waiting Area, Reunification Exit, Parking

Roles and Responsibilities

Reunification Leader- Coordinates site management for accountability and easy reunification of students with parents. Responsible for management and placement of resources to include school staffing and law enforcement. Oversee all aspects of the process.

Communications- Communicating and oversee all messages. This will include multiple roles as we will need communication with parents, staff, community and news media. We will most likely need our communication team to be present at both the reunification site and the incident site. Messages must also be prepared to notify our parents as information becomes available.

Safety and Site Logistics- General observation of the site, placement of tables, remedy safety concerns as they become evident.

Greeters- Help coordinate the parent lines before check in. Tell parents about the process.

Checkers- Verify ID and custody rights of parents/guardians. Direct parents to either the reunification exit or the waiting area.

Runners- Take reunification card to student holding area coordinator to find class location, then obtain the child from their class and bring the card and the student to the reunification exit. Initial the card and deposit it with the IT personnel at the exit. Return to the check in desk.

Crisis Response Team- Provide support in crisis response room and student holding area.

Logistical Support- Assist in setting up check in area, displaying signs and helping in any operational assignments as directed by the Reunification Leader.

Student Holding Site Coordinator- Principal or designee will help arrange the area in an organized manner to help with the reunification process. Responsible for collecting the student and staff attendance sheets as the students enter the holding area. Sheets should be sent to the check in table immediately.

Student Organizers(Teachers)- Teachers will have students organized and placed as directed by the Student Holding Site Coordinator (principal). Teachers should have their written attendance available as they enter the reunification site and should give that attendance to the Student Holding Coordinator immediately upon arrival at the reunification site. Students should remain with their teacher until reunified, if a student is in distress or has reason to leave the line, they should be escorted by additional staff.

IT- Responsible for setting up spreadsheet and helping to log in information about check in and reunification.

Announcer-Responsible for making regular ongoing announcements to keep parents informed.

Screen/Assess Gather Initial Information

Preliminary Considerations

Assessment of Immediacy of Threat and Accessibility of Person/Object of Focus

- Nature and intensity of threat posed.
- Nature of the contact behavior
- Is the subject identifiable? Subject factors.
- How is the subject acting now?
- Is there a presence of precipitating stressors for the subject?
- Does the subject have the means to carry out the threats?
- What is the subject's proximity to the person/object of focus?
- What information is still required to properly assess the situation?
- What other agencies should be made aware of this situation?
- Initial steps for protective actions.

Screening Considerations:

- Behavior of concern is isolated and not part of a pattern of behavior.
- Behavior of concern is a nuisance activity in nature with no threatening or intimidating activity.
- Threatened behavior or behavior of concern is vague and indirect.
- Information contained with the communicated threat is inconsistent, implausible, or lacks detail.
- Content related to the behavior of concern suggest the person is unlikely to carry it out.

Risk Factors

Patterns of contacts

- Indicators of Intensity of Effort, (i.e. multiple prior contacts).
- Escalation of behavior or language

Expression of Violent Intention

- Leaking (telling friends, family, etc. about plans to attack)
- Threats expressed or simulated in written, electronic, audio, or video form announcing threats or plans to hurt others.
- Rehearsal of fantasy activity (journal, social media, drawings, video)
- Hit list?
- Details provided, how will act be accomplished?
- Recruiting others to assist with the act.
- Evidence of attack-related behaviors.
- Capacity to carry out the threat.

Mention/Presence of Weapons

- Carrying a weapon (real or fake)
- Access to weapons
- Reported to have brought a weapon to schools
- Weapon mentioned in the threat?
- Weapon present or available?
- Communication about ideas and intentions.

Other Behavioral Factors

- History of grievance with the person or object of focus?
- Prior arrest record or discipline record of threat related activity.
- Contact with other agencies (law enforcement)
- Recent life stressors
- Presence of serious mental illness symptoms

Subject's motivation as implied by Behaviors and Communications

- Nature of subject's motivation? (The more personal, the higher the concern)
- Target of threat is viewed as responsible.
- Motives driven by mental health
- Seeking revenge for a perceived injustice
- Communication of desire for revenge

Contextual Factors

- Why now? Anniversary of an event
- Copycat effect

References to Prior Violence

- Subject made reference to other act(s) of violence (ex. Columbine, Parkland etc.)
- Unusual interest in targeted violence
- Research of prior acts of violence

Key Communication Content

- Describes/presents feelings of hopelessness or despair (including suicidal ideation or attempts)
- Losses, real or perceived
- Asserts that violence is a solution to his/her problems
- Reflects anger, frustration in school essays or writing projects

Threatening Language

- Nature of the threat (Direct vs. indirect vs. conditional)

Assigning Level of Concern/Risk

Low Level-Behavior poses a minimal risk to the victim and school safety. Investigation suggest low potential for harm to the targeted individual, group or institution. No inappropriate approach to behaviors has been exhibited. Subject's interest can generally be considered a nuisance, non-threatening and non-dangerous.

- A non-threatening or nuisance statement found to pose minimal risk to the victim or public
- Threatened behavior or behavior of concern is vague and indirect
- Information contained within the communicated threat is inconsistent, implausible, or lacks detail.
- Threatened behavior not realistic or plausible.
- Content related to the behavior of concern suggest the person is unlikely to carry it out
- Available information suggests follow through is unlikely

Moderate Level- Moderate potential for disruptive or threatened behavior of concern. Investigation suggests a moderate potential for harm or serious disruption to a targeted individual, group or institution. The subject can be considered to have threatening, inappropriate, or otherwise unusual interest toward a targeted person, and has exhibited the ability or interest to harm such person. Though immediate risk of harm or serious disruption is not likely after initial investigation management strategies are in place along with future monitoring.

- Subject suffers from mental illness and has a persistent grievance.
- Threatened behavior is more direct and more concrete than low level threat
- Communications suggest that the subject has given some thought to how the act will be carried out.
- There is no strong indication that the subject has taken preparatory steps
- Indications that the subject has demonstrated planning for carrying out the act
- Other behaviors of concern exist to suggest that the threatening statements or behaviors of concern are not in isolation.

High Level-Investigation indicates a likelihood of harm or serious disruption toward a targeted individual, group or institution. Further investigation is required. Imminent harm is possible. Immediate investigation is initiated with focus on obtaining collaborative data concern the subject's location, behavior and lethality. Additional steps necessary (contact law enforcement) to initiate safety measures.

- Threat is direct, specific and plausible.
- Threat suggests concrete steps have been taken towards carrying out the threat (obtained weapons, had victim under surveillance)
- Subject suffers from serious mental health illness and has made a threat
- Patterns of behavior/communications have increased in intensity/tone from harassing to threatening.

Interventions

Low level

- Document Behavior
- Restrict privileges
- Connect with and adult (teacher/mentor)
- Redefine expectations
- Give corrective feedback on how to handle the situation differently
- Apology and restitution
- Contact case/probation worker if applicable
- Follow up with parents

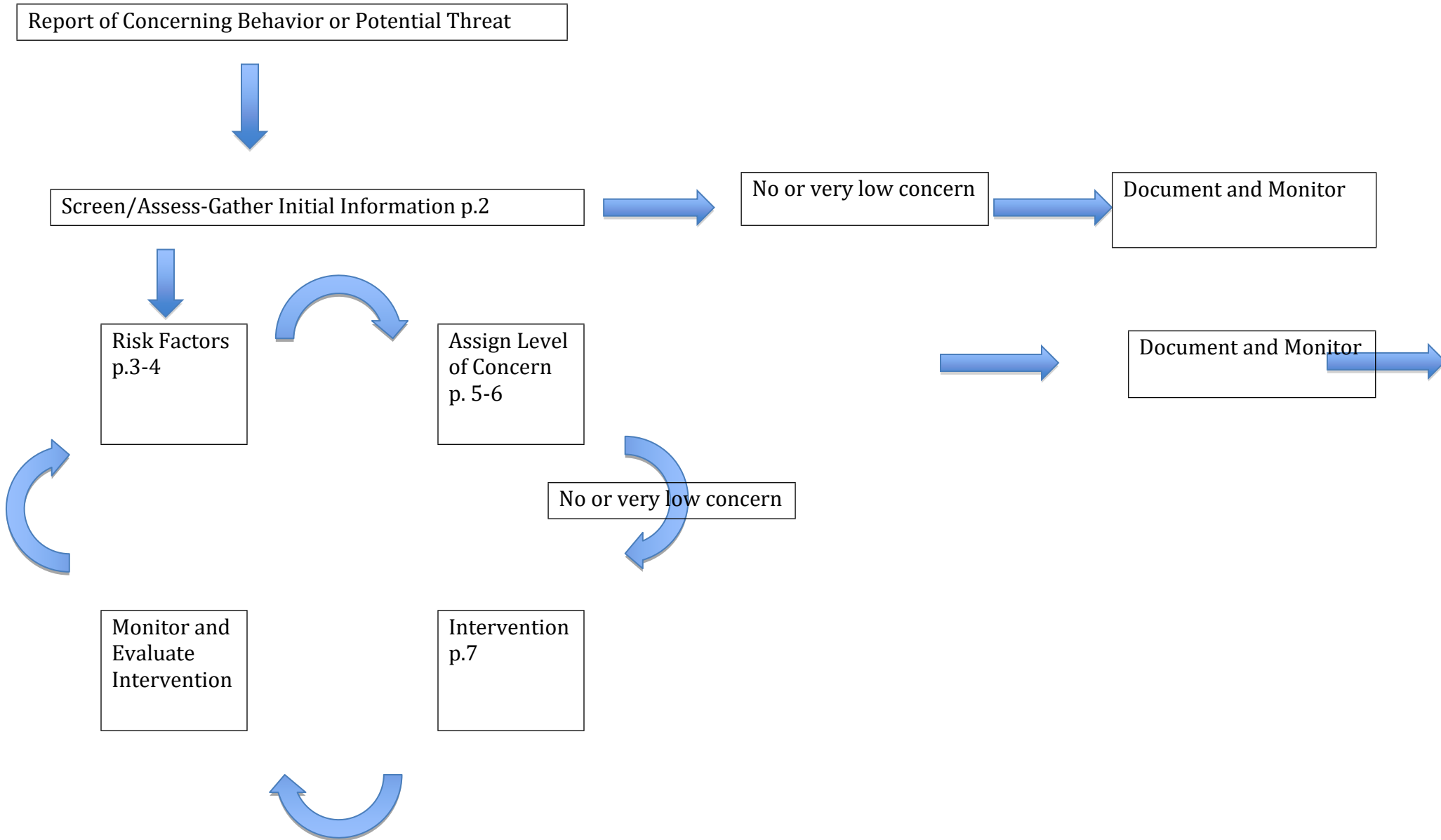
Moderate level;

- Document behavior
- Consider assessment by Arbor Family
- Separate aggressor and target of the threat
- Restrict privileges (hallway /restroom access, cafeteria access)
- Random searches of student's materials/possessions
- Meeting with in-school counselor on an as needed basis
- Assign staff to monitor behavior
- Supervise before and after school as needed
- Contact case/probation worker if applicable
- Follow disciplinary procedures
- Follow up with parents/guardians
- Initiate SAT process if applicable.

High Level

- Work with law enforcement to contain threat
- Welfare check if necessary
- Hospitalization/Committal if necessary
- Consider emergency exclusion with eventual Level 3 placement or home instruction placement
- Notify parents/student of readmission requirements
- Daily search of student upon arrival to school, dissipating over time as conditions improve
- Regular checks of vehicle, bag, locker as conditions for reinstatement
- Follow disciplinary procedures
- Contact case/probation worker if applicable
- Follow up with parents
- Restrict school privileges
- No unsupervised time before/after school
- Initiate SAT process if applicable.

Threat Assessment Flowchart



RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Ralston Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Ralston Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the Director of special education services or the Director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

- Grade Level Numeric Capacity: Kindergarten is capped at 300 students. Grades 1-3 are capped at 325 students district-wide, each individual section is capped at 25 students. Grades 4-6, capacity is set at 275 with caps at 25 for each section in each building.
- School Building Numeric Capacity: Grades 7-8 are capped at 525 students total. Grades 9-12 are capped at 1050 students.

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option applications into any of the following will be accepted: **Mockingbird Elementary** and our **Pre-Kindergarten** program.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion:

The following members voted against the motion: None

The following members did not vote: None.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this 22nd day of September, 2025.



August 14, 2023

TO: Public School Superintendents
FR: School Finance & Organization Services
RE: Changes to Enrollment Option Process

NEW Enrollment Option Reporting Requirements Starting with the 2023/2024 School Year:
Due to recent changes of LB705, school districts will now be required to track and report the reason any Enrollment Option application is denied. School districts will be required to submit the data to the Department of Education at the end of the 2023/24 school year. The Department of Education will compile a report to be submitted to the Legislature by September 1 each year.

Districts MUST immediately begin tracking the number of applications denied, explanation for denial, if applicant stated there was an IEP, or the student has been diagnosed with a disability as defined in section 79-1118.01 and whether the applicant was provided the specific reason for denial.

Changes to the Review of Applications:

The school board of each school district shall adopt by resolution specific capacity standards for acceptance and rejection of enrollment option applications.

Capacity for special education services shall be determined on a case-by-case basis. If an application indicates that the student has an individualized education program or has been diagnosed with a disability as defined in section 79-1118.01, such application shall be evaluated by the school district's director of special education services or the school district's designee who shall then determine if the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations.

For all other students, per State Statute: standards may include the capacity of a program, class, grade level, or school building shall be determined by setting a maximum number of option students that a district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district based on existing contractual arrangements

If an application is rejected by an option district or a resident district rejects a request from release, the rejecting district shall provide written notification stating the specific reasons for the rejection including, for students with an IEP or with a diagnosed disability a description of services and accommodations required that the school district does not have the capacity to provide, and the process for appealing such rejections to the State Board of Education. Such notification shall be sent by certified mail.

Additional Requirements:

A school board may, by resolution, declare a program, class, or school unavailable to option students for the next school year due to lack of capacity. School districts setting capacity limits shall be required annually to establish, publish on their website, and report the capacity for each school building or program prior to October 15th for the next school year.

For questions, please contact:

Michelle Cartwright / michelle.cartwright@education.gov / 402.450.0867 or

Kevin Lyons / kevin.lyons@education.gov / 402.450.1418

Website: [Enrollment Option Program – Nebraska Department of Education](#)

6018

Grades & Grading System

The school will report student grades and/or academic progress to parents or guardians at least four times per year. The superintendent or their designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student.

A student's academic grade shall not be reduced because of disciplinary reasons. This policy shall not apply when a student's grade is reduced because of work the student missed because of an unexcused absence, during a suspension or dismissal period.

The grading system used for report cards will conform to the published scale in the approved student handbooks. Exception is made for college credit courses or cooperative courses taken for dual credit which may need to conform to the accrediting school's grading scale.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 13, 2023

5062

Lice and Nits

Students found to have head lice, will not be permitted at school and will be sent home. Upon discovering the presence of any indication of active lice, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 27, 2023

5062
Lice and Nits

Upon discovering the presence of live lice or louse eggs, the school will notify the student's parent(s) or guardian(s). The student will be isolated from contact with other students and their belongings, and a parent or guardian must pick the child up from school immediately.

By Nebraska DHHS regulation, students are not permitted to return to school until the student is treated such that no live lice or louse eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined. The student cannot ride the school bus until the district has cleared the student to return to school.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6029

Activity Trips

Students must travel to and from all activities in the transportation provided by the school. A student may travel home from an activity with their parent or guardian if the activity sponsor has personally released the student to the parents' custody. The superintendent may prohibit any student who misbehaves while on school-sponsored trips from attending future trips. Any variation in student transportation as outlined in this policy must be approved in advance through the building principal or activities director.

Students must comply with the board's policies on field trips as well as the student code of conduct, the extracurricular code, and all directives of a sponsor or chaperone while on activity trip.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 27, 2023

6030

Public Appearances of School Groups

Community-school relationships are enhanced when student groups appear at community functions. The board does not interpret that participation in a holiday observance that has religious overtones as automatically a promotion of a sectarian religious view. However, no student shall be required to participate in any religious holiday observance and shall not have any grade lowered or be otherwise punished for exercising the right of non-participation. Therefore, the board encourages student groups to appear at public events, subject to the following requirements:

1. Activity sponsors must secure the permission of their building principal before booking a student group at a public event.
2. Student groups may not perform on more than one school night (Sunday-Thursday) per week unless permission is granted in advance by the principal.
3. Student groups may not perform at a political rally without permission from the superintendent and prior notice to parents/guardians.
4. The policies and rules that apply to field trips also apply to student group appearances in public.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 27, 2023

6030
Public Appearances of School Groups

The reputation of the school district is enhanced when student groups appear at public non-school functions. Therefore, the board encourages student groups to appear at public events, subject to the following requirements:

1. Activity sponsors must secure the permission of their building principal before booking a student group at a public event.
2. Sponsors are discouraged from booking student groups to perform on more than one school night (Sunday-Thursday) per week.
3. Student groups may not perform at a political rally without permission from the superintendent and prior notice to parents.
4. The policies and rules that apply to field trips also apply to student group appearances in public.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Bill Review Schedule for 2025

January 13

Carrie
Mary

February 10

Samantha
Katie

March 10

Robin
Liz

April 14

Mary
Samantha

May 12

Katie
Liz

June 9

Robin
Carrie

July 14

Mary
Samantha

August 11

Carrie
Liz

September 8

Samantha
Katie

October 13

Robin
Liz

November 10

Mary
Carrie

December 8

Robin
Katie